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ABSTRACT

Evaluation results for Hartford, Connecticut's 1977-78 Title VII Bilingual Education Program at Ann Street School are presented. Student and staff accomplishments, a section on selected curricular activities, a restatement of the 1977-78 results in terms of the Title VII proposal objectives, and conclusions and recommendations for consideration of the bilingual school staff are presented. Information is provided on: (1) student accomplishments for grade levels kindergarten through grade six; (2) achievement compared to national norms and previous year results; (3) consecutive years results compared to national norms; (4) student attitudes toward school subjects; (5) student views of their school progress; (6) student aspirations beyond high school; (7) parent aspirations for their children and views about instruction and enrichment activities; (8) instructional time for English and Spanish language arts; and (9) student school attendance. Information on staff accomplishments concerns college credits earned by teachers; conferences and workshops attended by teachers; after school activities and community services of teachers; college and inservice credits earned by paraprofessionals; conferences and workshops attended by paraprofessionals; parent visits to classroom; and teacher visits to homes of students. The curricular activities described include the science curriculum project, the bilingual school science fair, and famous black Americans. Results and interpretations of five Title VII proposal objectives are presented, and sample student and parent questionnaires and supplementary materials are attached. (SW)

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1977-78 EVALUATION

OF THE TITLE VII BILINGUAL PROGRAM

PROJECT EXITO

AT THE

ANN STREET BILINGUAL SCHOOL

OF

HARTFORD, CONNECTICUT

Title VII Director

Mrs. Edna F. Soler
Ann Street Bilingual School
321 Ann Street
Hartford, Connecticut 06103

Superintendent of Schools

Dr. Barbara Braden
Hartford Public Schools
249 High Street
Hartford, Connecticut 06103

Evaluator

Wallace R. Roby
Roby and Plante Associates
31 Bayberry Road
Bolton, Connecticut 06040

October 1978

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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EVALUATION RESULTS FOR HARTFORD'S 1977-78 TITLE VII BILINGUAL EDUCATION PROGRAM AT ANN STREET SCHOOL

INTRODUCTION

Ann Street Bilingual School has received Title VII ESEA funds to help provide a Spanish bilingual-bicultural instructional program since 1972. Federal funding has supported a director, a coordinator, other specialists, and staff and community training while the city of Hartford provides the classroom teachers and the costs of operating the facility.

The Ann Street Bilingual School provides instructional programs for prekindergarten through grade 6 students with all grade levels except the prekindergarten program receiving Title VII funding. September enrollment by grade levels was as follows:

K	1	2	3	4	5	6
42	61	42	39	47	36	36

Besides the Director and Coordinator, the Ann Street Bilingual School was staffed by 11 teachers, 10 specialists, 12 paraprofessionals and part-time physical education, art, and music teachers.

This evaluation begins with the accomplishments of students and staff. It then presents a section on selected curricular activities which is followed by a restatement of the 1977-78 results in terms of the Title VII proposal objectives. A final section states some conclusions and recommendations for the consideration of the Ann Street Bilingual School staff.

STUDENT ACCOMPLISHMENTS

Kindergarten

Teachers decided the skill areas important to success in kindergarten. A reporting system was developed about these skill areas to inform parents of their children's progress at the middle and at the end of the school year. January and June comparisons for nine of the skill areas are presented in this report to show progress of kindergarteners during 1977-78.

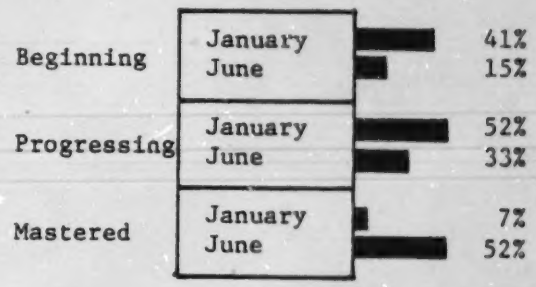
Three very basic skills for kindergarten children are to learn to write their names, talk so that others understand, and be able to identify beginning word sounds. The graphs that are illustrated on this page show children's progress in these three skills.

By the middle of the school year, 41 percent of all kindergarteners were still in the beginning stages of learning to write their names. By the end of the school year, all but seven percent had advanced beyond the beginning stages. Fifty-two percent had mastered writing their names by yearend.

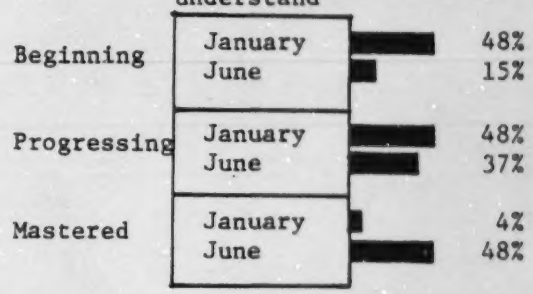
In another skill area, only four percent of all kindergarteners were judged as able to talk so that others understood. By the end of the year, 48 percent of all kindergarteners achieved this skill.

In still another skill area, identifying beginning sounds, all kindergartens had advanced beyond the beginning stages of learning this language skill by the end of the year.

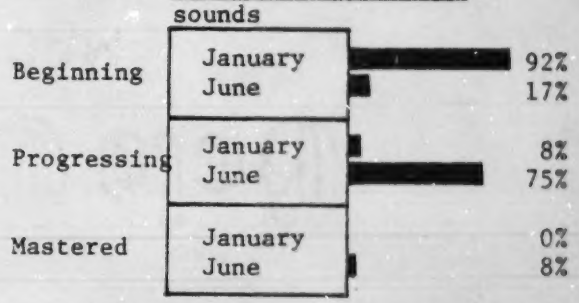
Skill #1: Writes name



Skill #2: Talks so that others understand



Skill #3: Identifies beginning sounds



Using numbers meaningfully is also a skill important to develop further during the kindergarten year. In order to make a more sensitive judgment, teachers rated children's progress in this skill area in three groupings --- 1-5, 6-10, and using numbers beyond 10 meaningfully. The graphs show kindergarten children's progress in this area.

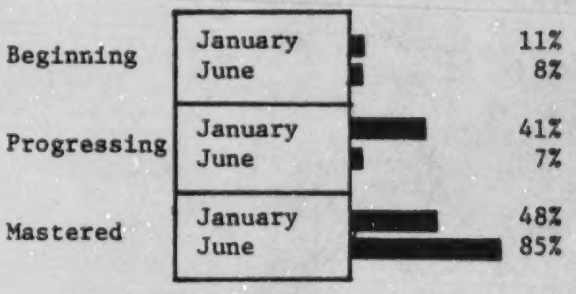
Eighty-five percent of all kindergarteners mastered the skill of using numbers 1-5 meaningfully by the end of the year. Only about a half of all children had accomplished this skill by midyear.

Only 10 percent of the children knew number skills 6 through 10 at midyear. By yearend, 80 percent knew them.

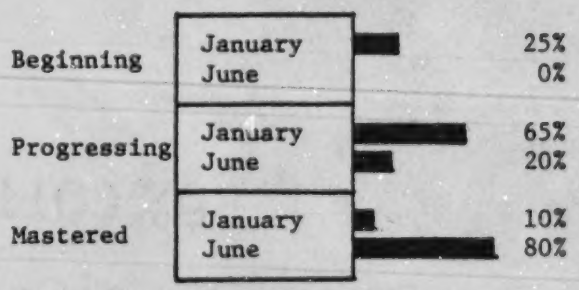
Only June ratings were available for children's progress in using numbers beyond 10 meaningfully. While a fair percent of the kindergarten class mastered this degree of skill in numbers (14%), a whole lot more were "progressing" beyond the beginning point (77%).

Three remaining skill areas are presented to show progress of kindergardeners. These skills are basic to all other learning --- following directions, working independently, and getting along with others.

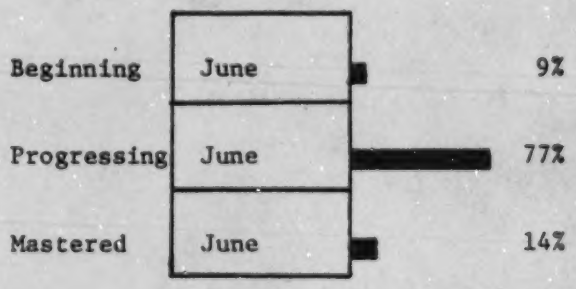
Skill #4: Using numbers 1-5 meaningfully



Skill #5: Using numbers 6-10 meaningfully



Skill #6: Using numbers over 10 meaningfully



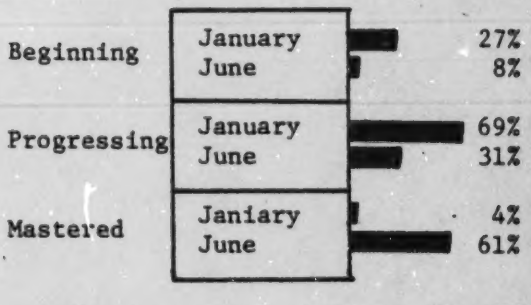
The graphs show that only eight percent of all kindergarteners followed directions by midyear; but by the end of the year, almost two-thirds were able to. Only four percent were still in the initial stage of learning this skill by yearend.

Only four percent of the kindergarten class were able to work independently at midyear while 59 percent had mastered this skill by yearend.

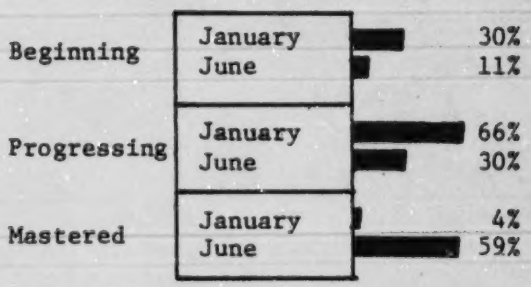
A quarter of the class were able to get along with other children at the middle of the school year. By yearend, 61 percent of the class were able to get along in working with other children.

With only nine skills being singled out for comparison in this evaluation report, it has been shown that kindergarten children were judged to have made progress in every skill area presented, all of which figure prominently in a successful kindergarten experience.

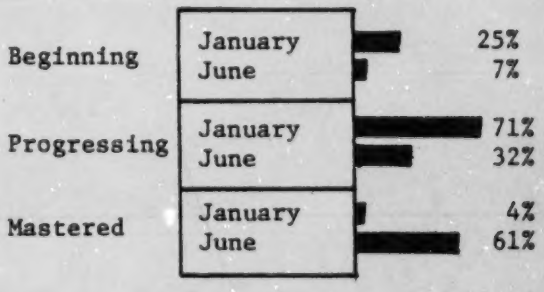
Skill #7: Following directions



Skill #8: Working independently



Skill #9: Getting along with other children



Grade One

The English Level of the Bilingual Syntax Measure was administered to grade one children to determine their school year progress in aural-oral abilities in the English Language. A tester gets the child to respond to 24 questions about pictures, speaking entirely in English. On the basis of the child's responses which the tester records, a rating of any of five English proficiency levels can be determined by using the scoring procedures described in the BSM Manual. A comparison of ratings of combined first grade students at the beginning and near the end of the year showed the following results.

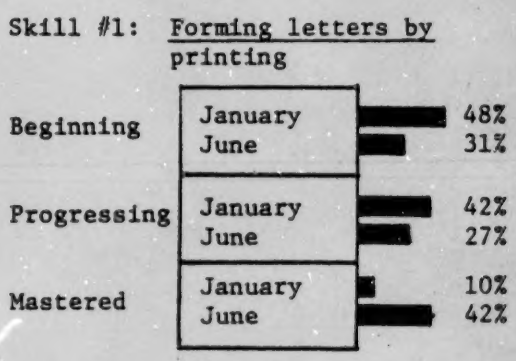
Month of Testing	Number of Paired Ratings	Average Proficiency Level	Standard Deviation	Paired Rating Correlation	t Statistic
September	37	2.00	1.37	.61	2.671**
May	37	2.51	1.28		

* $p < .01$

The applied dependent t statistic indicated highly significant growth in aural-oral abilities in the English language for grade one students.

Teachers rated first grade students' progress in school work and informed parents of their children's progress at midyear and yearend. Ratings for selected writing, reading and number related skills have been presented below to provide further evidence of children's progress in school work.

In "forming letters by printing," about one half of all first graders were at the beginning stages of this writing skill at midyear. By yearend only one-tenth of all students were still at the beginning stages. Forty-two percent had mastered the skill by yearend. The graph at the right illustrates these results.



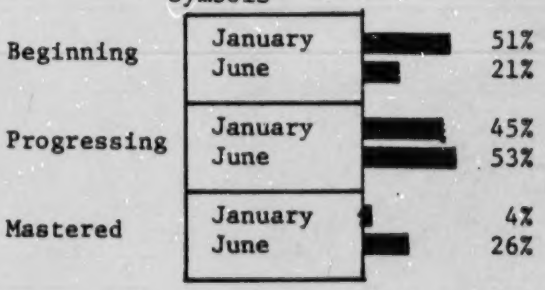
Some reading skills take longer than others to master. The three skills selected to illustrate progress in reading skills for this report were: associating sounds with symbols, using sounds to build words, and identifying the main idea of a story. The last mentioned skill requires the learning of many sub-skills before it can be mastered.

Half of the first grade classes were still at the beginning stages of associating sounds with symbols at mid-year. By the end of the year, less than a quarter of all students were still at this level in learning this skill. About a quarter of all students had mastered the skill at a first grade level.

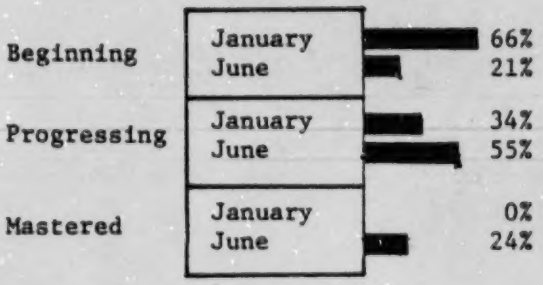
No first graders were judged as having mastered the skill of using sounds to build words at midyear, however, one-quarter of the class had mastered this skill at a first grade level by yearend.

Only five percent of all first graders had learned to identify the main idea of a story at yearend; however, 82 percent of all students who were at the beginning stages of learning this skill at midyear was diminished to 35 percent by yearend.

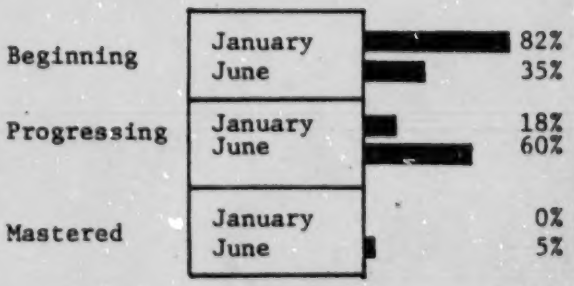
Skill #2: Associates sounds with symbols



Skill #3: Uses sounds he knows to build words



Skill #4: Identifies main idea of a story



Grade Two

The English Level of the Bilingual Syntax Measure was administered to grade two students as in grade one to determine progress of children in aural-oral abilities in English. A dependent t statistic was applied to the September and May test results to determine whether any progress made was statistically significant. Results were as follows:

English Reading

Month of Testing	Number of Paired Ratings	Average Rating	Standard Deviation	Paired Rating Correlation	t Statistic
September	36	2.17	1.46	.59	2.399*
May		2.69	1.45		

*p < .05

The information above shows that second graders on the average progressed half of one level in English language proficiency from the beginning to the end of the school year. This change in level was found to be statistically significant at the .05 level of confidence.

Level 1 of Prueba de Lectura was also administered to grade two students during the months of September and June. This test was used to determine progress in Spanish reading skills. Results for the test were as follows:

Spanish Reading

Month of Testing	Number of Paired Scores	Average Raw Score	Standard Deviation	Pre-posttest Correlation	t Statistic
September	19	14.9	8.8	.80	10.008**
June		33.6	13.2		

**p < .01

The results show an exceptionally large gain in Spanish reading skills for grade two students. Second graders more than doubled the number of items with correct responses from the beginning to the end of the year from a raw score of 15 to a raw score of 34. The increase in standard deviation would indicate that high achieving students accounted for most of the progress.

One other test was administered to grade two students for evaluation purposes. This test was the Level C Math Computation subtest of the Comprehensive Tests of Basic Skills. A dependent t test was applied to beginning and end of year raw scores for this subtest with the following results.

Math Computation

Months of Testing	Number of Paired Scores	Average Raw Score	Standard Deviation	Pre-posttest Correlation	t Statistic
September	34	6.3	3.76	.66	6.779**
June		11.8	6.26		

**p < .01

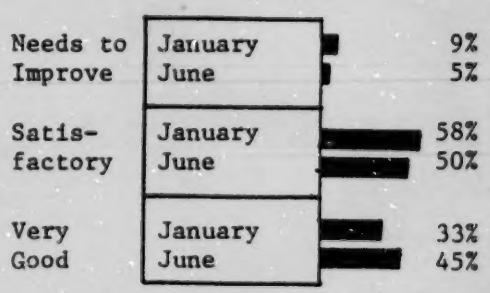
Second graders made highly significant gains in Spanish reading skills; however, the very low average raw scores cast doubt on the validity of the testing as many children could have gotten this number of responses correct by guessing alone.

School subject grades for social studies and science were also available for the evaluation. Combined grade two ratings in these skill areas are available for January and June. Results are shown on the accompanying graphs.

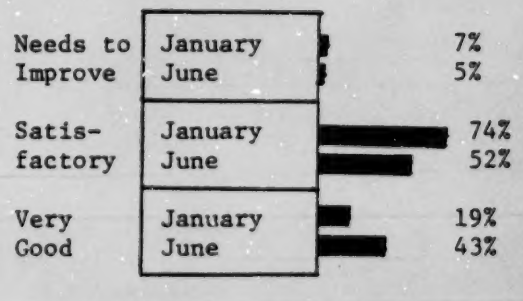
Not much progress was made by students in social studies based on teacher ratings; however, only five percent of all students were judged in need of improvement in social studies at yearend.

In science, second graders improved from 19 percent performing very well at midyear to 43 percent performing very well at yearend. Again only five percent needed improvement in this skill area at yearend.

Social studies progress



Science progress



Grade Three

Level C of the Total Reading subtest of the Comprehensive Tests of Basic Skills was administered to all grade 3 pupils who could read English on the preprimer level. Five of the 35 third grade students were judged as meeting this standard and were tested in September. Paired September and June scores were available for four of these students. Their progress in English reading skills was as follows:

English Reading

Month of Testing	Number of Paired Scores	Average Raw Score	Standard Deviation	Pre-posttest Correlation	t Statistic
September	4	43.5	18.9	.73	2.538*
June		62.25	6.6		

*p < .05

Progress of the four students in English reading skills was excellent; however, the four students whose progress is presented should not be considered representative of all third graders because of the small number of students tested.

Spanish reading skills of third graders was measured by Level 1 of Prueba de Lectura. A t statistic was applied to the paired scores for 25 students. Their results were as follows:

Spanish Reading

Month of Testing	Number of Paired Scores	Average Raw Score	Standard Deviation	Pre-posttest Correlation	t Statistic
September	25	28.1	10.5	.71	8.732**
June		41.2	9.0		

**p < .01

The above results indicate excellent progress in Spanish reading skills for third grade students.

Level 1 of the Math Computation subtest of the Comprehensive Tests of Basic Skills was administered to third graders to determine school year progress in this skill area. Results were as follows:

Math Computation

Month of Testing	Number of Paired Scores	Average Raw Score	Standard Deviation	Pre-posttest Correlation	t Statistic
September	29	14.1	6.57	.34	4.59**
June		22.0	9.04		

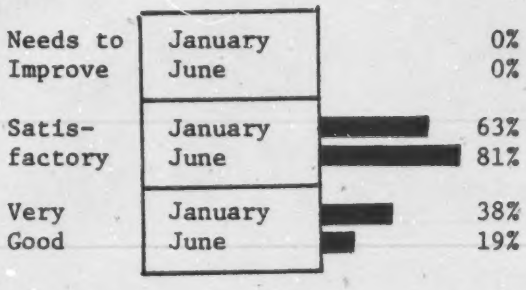
**p < .01

The progress in math computation as measured by the test was highly significant; however, a pre-posttest correlation of .34 shows a low reliability for the two testings, making the results less dependable.

Third grader's social studies and science progress was determined by comparing June report card ratings in these skill areas with January ratings.

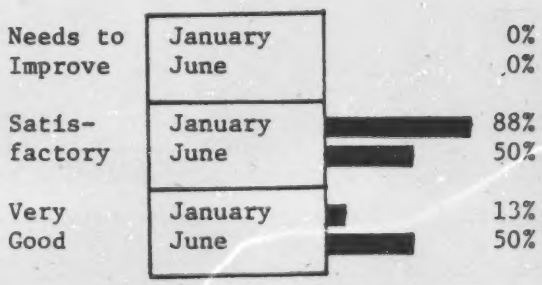
While no students were judged in need of improvement in social studies either in January or June, it can be observed from the graphed results that fewer students received the highest rating in June compared to their January ratings. It can therefore be concluded that students regressed in this skill area.

Social studies progress



In science, third graders given the highest rating (very good) increased from 13 percent in January to 50 percent in June. As in social studies, no students were judged in need of improvement in this skill area.

Science progress



Grade Four

Levels C and 1 of the Total Reading subtest of the Comprehensive Tests of Basic Skills was administered to fourth graders in September and June. Of 39 fourth graders, 13 were judged as understanding English well enough to take Level C. Five more were judged as understanding English well enough to take Level 1. Only ten paired (September and June) scores of Level C and four paired scores of Level 1 were available to judge school year progress in this skill area. Results were as follows:

English Reading

Month of Testing	Number of Paired Scores	Average Raw Score	Standard Deviation	Pre-posttest Correlation	t Statistic
Level C					
September	10	50.1	12.49	.96	6.852**
June		60.9	8.32		
Level 1					
September	4	46.5	15.7	.98	0.453
June		44.5	23.67		

**p < .01

Good progress was made by students tested with Level C, but the four students tested with Level 1 did not show progress in English reading skills. Neither of the sample sizes is adequately large to suggest representativeness of all fourth graders.

Level 2 of Prueba de Lectura was used to determine fourth grader's progress in Spanish reading. A dependent t statistic was applied to the September and June scores. Results were as follows:

Spanish Reading

Month of Testing	Number of Paired Scores	Average Raw Score	Standard Deviation	Pre-posttest Correlation	t Statistic
September	22	20.9	8.22	.39	3.328**
June		27.1	7.62		

**p < .01

The progress shown in Spanish reading for grade four students is highly significant, but the .39 pre-posttest correlation coefficient indicates that the reliability of the scores is very poor. This makes the Spanish reading skill measurement less dependable.

Level 1 of the Math Computation subtest of the Comprehensive Tests of Basic Skills was administered in September and June to determine progress in this skill area. Results were as follows:

Math Computation

Month of Testing	Number of Paired Scores	Average Raw Score	Standard Deviation	Pre-posttest Correlation	t Statistics
September	33	18.2	10.52	.66	6.544**
June		28.3	10.99		

**p < .01

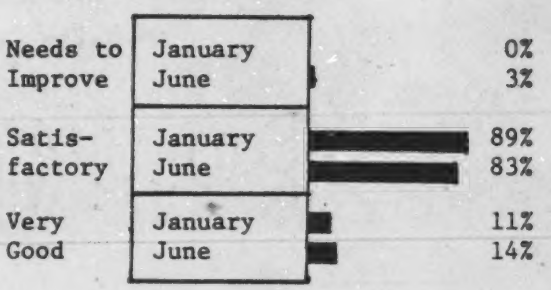
Fourth grade students made highly significant gains in math computation over the 1977-78 school year.

Social studies and science progress was determined by a comparison of January and June report card grades.

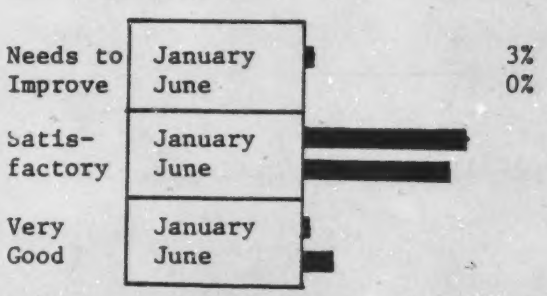
Virtually no progress is apparent in a comparison of midyear and yearend teacher ratings of social studies achievement.

In science, some progress is evident as fourth graders rated as achieving very good progress advanced from three percent of all students in January to 18 percent of all students in June. Only three percent of all fourth graders were rated as needing to improve in science at yearend.

Social studies progress



Science progress



Grade Five

Levels 1 and 2 of the Total Reading subtest of the Comprehensive Tests of Basic Skills was administered to fifth graders to determine progress in English reading skills. A dependent t statistic was applied to September and June scores. Results were as follows:

English Reading

Month of Testing	Number of Paired Scores	Average Raw Score	Standard Deviation	Pre-posttest Correlation	t Statistic
Level 1					
September	12	25.6	6.13	.49	5.028**
June		35.7	7.45		
Level 2					
September	7	39.9	12.36	.67	4.614**
June		56.4			

**p < .01

Fifth grade students made highly significant gains in English reading skills during the 1977-78 school year.

Level 2 of Prueba de Lectura was administered to fifth graders to determine their progress in Spanish reading skills. Results for September and June scores were as follows:

Spanish Reading

Month of Testing	Number of Paired Scores	Average Raw Score	Standard Deviation	Pre-posttest Correlation	t Statistic
September	23	29.9	13.5	.89	3.254**
June		34.3	13.7		

**p < .01

Fifth grade students made highly significant gains in Spanish Reading skills over the 1977-78 school year.

Level 2 of the Math Computation subtest of the Comprehensive Tests of Basic Skills was administered to fifth grade students to determine their progress in this skill area. Results for September and June scores were as follows:

Math Computation

Month of Testing	Number of Paired Scores	Average Raw Score	Standard Deviation	Pre-posttest Correlation	t Statistic
September	27	16.0	5.92	.67	8.334**
June		24.3	6.71		

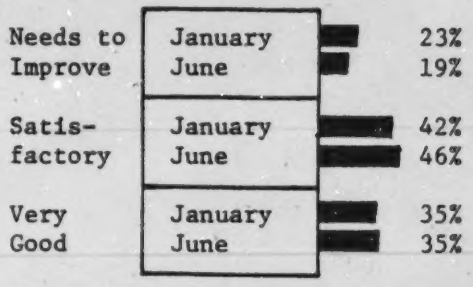
**p < .01

Fifth grade students made highly significant gains in math computation during the 1977-78 school year.

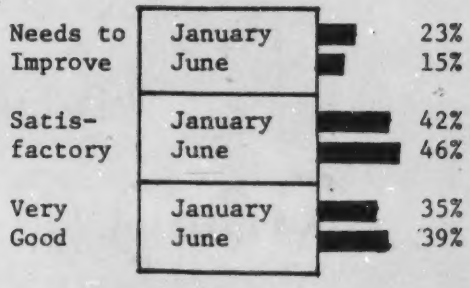
Social studies and science achievement was determined by comparing January report card ratings with June report card ratings.

Report card grades showed no change in achievement in social studies and science for grade five students. Nineteen percent of the students in social studies and 15 percent of all students in science needed to improve their school work in these areas at yearend according to teacher ratings.

Social studies progress



Science progress



Grade Six

Levels 1 and 2 of the Total Reading subtest of the Comprehensive Tests of Basic Skills were administered to sixth grade students to determine their progress in English reading. Paired scores were available for only 14 of the 25 students. A dependent t test was applied to the September and June scores. Results were as follows:

English Reading

Month of Testing	Number of Paired Scores	Average Raw Score	Standard Deviation	Pre-posttest Correlation	t Statistic
Level 1					
September	5	39.8	10.62	.74	0.189
June		40.6	14.00		
Level 2					
September	9	48.7	16.00	.99	5.754**
June		52.6	16.67		

**p < .01

One group of sixth graders made highly significant gains and the other group did not make progress in English reading skills. As with some of the lower grade levels, the number of pupils having paried test scores was too small to assume their results were representative of all sixth graders.

Level 2 of Prueba de Lectura was administered to sixth graders to determine their progress in Spanish reading skills. A dependent t test was applied to September and June scores. The results were as follows:

Spanish Reading

Month of Testing	Number of Paired Scores	Average Raw Score	Standard Deviation	Pre-posttest Correlation	t Statistic
September	22	38.3	12.7	.84	3.324**
June		43.4	12.9		

**p < .01

The above results indicate that sixth graders made highly significant progress in Spanish reading skills during the 1977-78 school year.

Level 2 of the Math Computation subtest of the Comprehensive Tests of Basic Skills was administered to sixth graders to determine their progress in that skill area. A dependent t test was applied to the September and June scores. Results were as follows:

Math Computation

Month of Testing	Number of Paired Scores	Average Raw Score	Standard Deviation	Pre-posttest Correlation	t Statistic
September	23	26.3	8.92	.81	1.808*
June		28.4	9.72		

*$p < .05$

Grade six students barely made significant progress in math computation skills. Their average raw score on the test increased by only two raw score points, on the average, from September to June of the 1977-78 school year.

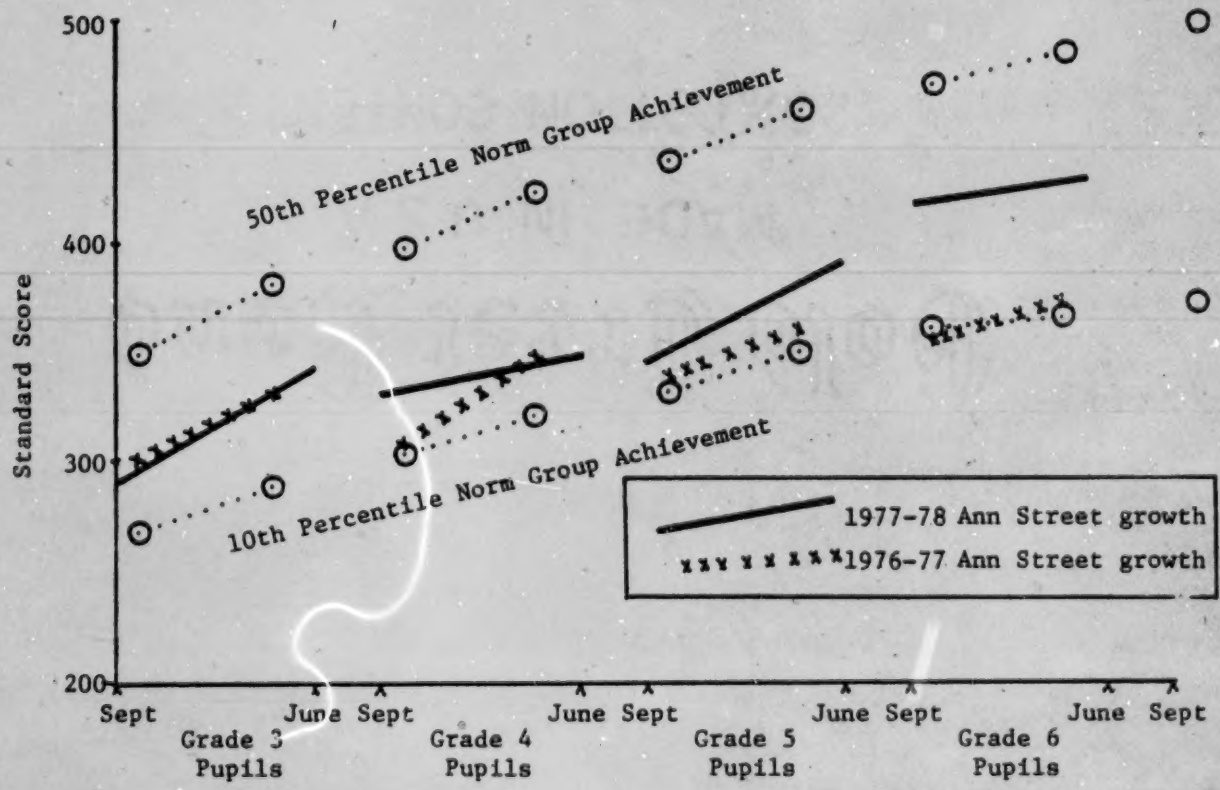
Achievement Compared to National Norms and Previous Year Results

While previous sections of this evaluation presented the significance of the raw score gains of students, this section compares the achievement of students with national norms and previous year achievement. The comparison is made in national percentiles in interpreting percentile growth. It should be realized that a large national sample of students (national norms) do not change in percentile standing from fall to spring. In this respect, a group of students who maintain their percentile standing over the same period achieve at a rate equal to the national norm group.

The table and visual below present the fall and spring reading percentile standings for Ann Street students for the two most recent years accompanied by 50th and 10th percentile national norm growth.

Percentile Growth in Reading

Year	Grade	N	September Percentiles	June Percentiles	Grade	N	September Percentile	June Percentile
1976-77	3	6	22	25	5	20	11	12
1977-78		4	18	30		19	13	22
1976-77	4	16	11	18	6	23	9	11
1977-78		14	18	18		14	26	27

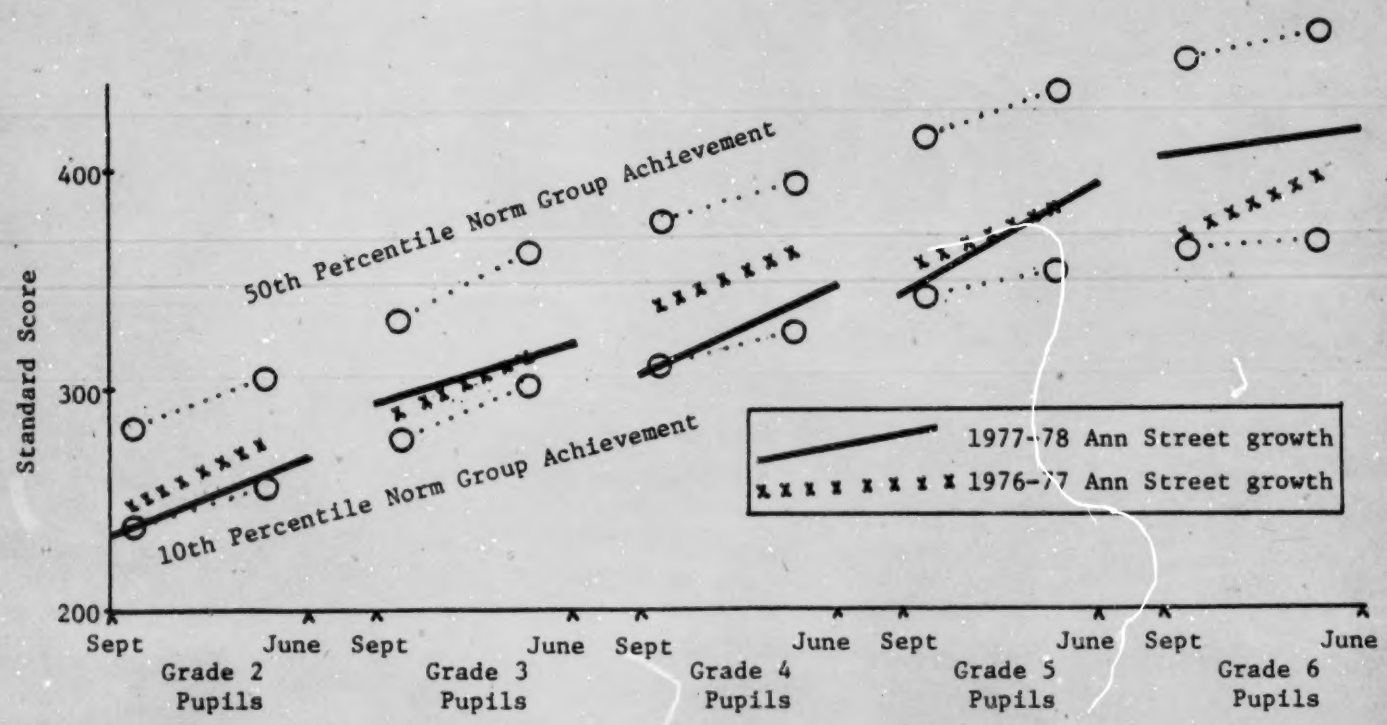


Since Ann Street School students either maintained or increased their reading percentile standing from fall to spring during the 1977-78 school year, it can be concluded that students equaled or surpassed the growth of the national norm group at every grade level in this skill area. Comparing these results with previous year findings, 1977-78 third and fourth graders approximately equaled previous year growth, and fifth and sixth graders surpassed previous year percentile standings. None of the grade groupings, on the average, attained grade level achievement (50th percentile).

The table and visual below present fall and spring math computation percentile standings for Ann Street students for the two most recent years accompanied by 50th and 10th percentile national norm growth.

Percentile Growth in Math Computation

Year	Grade	N	September Percentile	June Percentile	Grade	N	September Percentile	June Percentile
1976-77	2	36	17	21	5	28	14	21
1977-78		34	09	17		27	10	35
1976-77	3	29	14	17	6	26	12	18
1977-78		29	18	21		23	27	27
1976-77	4	23	24	28				
1977-78		33	08	19				

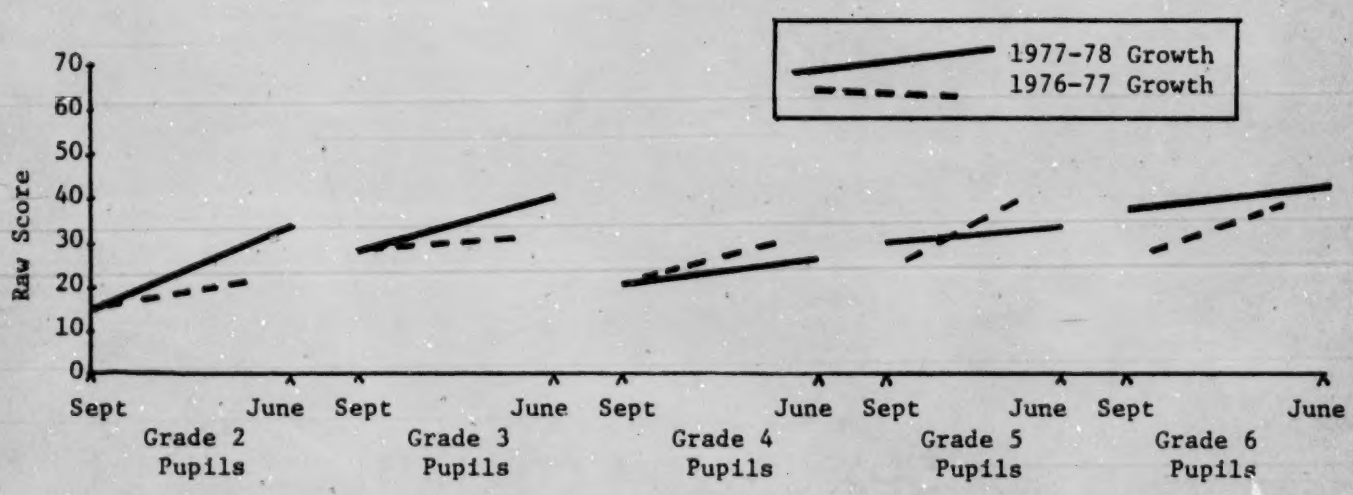


1977-78 Ann Street Students surpassed the math computation growth of national norm children at every grade level tested. They exceeded the growth of previous year youth at grade 6, about equaled the previous year achievement in grades 3 and 5, and did not do as well as previous year students in grades 2 and 4. None of the 1977-78 grade groupings attained grade level achievement (50th percentile).

While there were no norms with which to compare Ann Street School Spanish reading results, there were previous year results where the same test and test levels were used. The table and visual below present the fall and spring Spanish reading results for two consecutive years. Level 1 of Prueba de Lectura was used in grades 2 and 3, and Level 2 in grades 4-6. The two levels are not comparable.

Raw Score Growth in Spanish Reading

Year	Grade	N	September Raw Score	June Raw Score	Grade	N	September Raw Score	June Raw Score
1976-77	2	33	16	26	5	21	26	39
1977-78		19	15	34		23	30	34
1976-77	3	22	29	31	6	24	28	39
1977-78		25	28	41		22	38	43
1976-77	4	17	22	30				
1977-78		22	21	27				

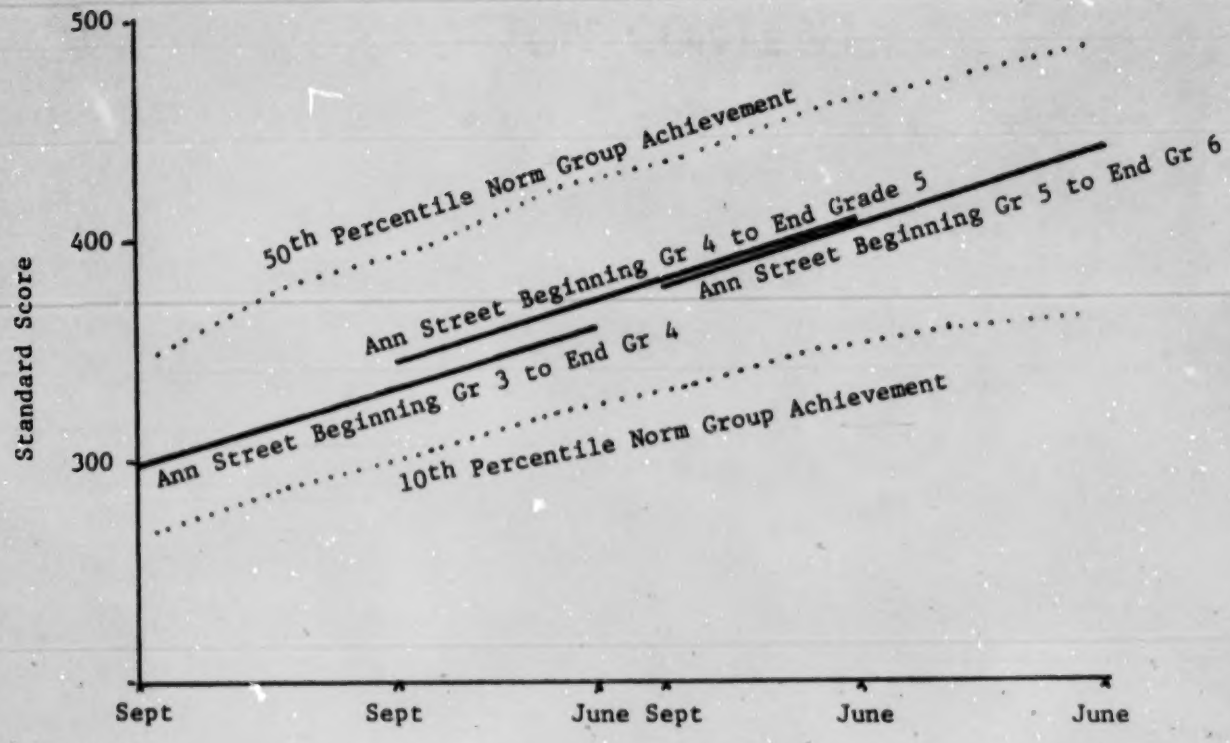


The evidence would indicate that 1977-78 Ann Street students at grades 2, 3, and 6 showed more progress and grades 4 and 5 showed less progress in Spanish reading skills than previous year students.

Consecutive Years Results Compared to the National Norms

In following the same student test scores over a two year period, the reliability of scores should be improved. However, any sizable loss in sample size limits the possibility of the scores truly being representative of the original group. The two year reading results for all possible Ann Street Bilingual School grade groupings follow.

Two Year Growth in Reading

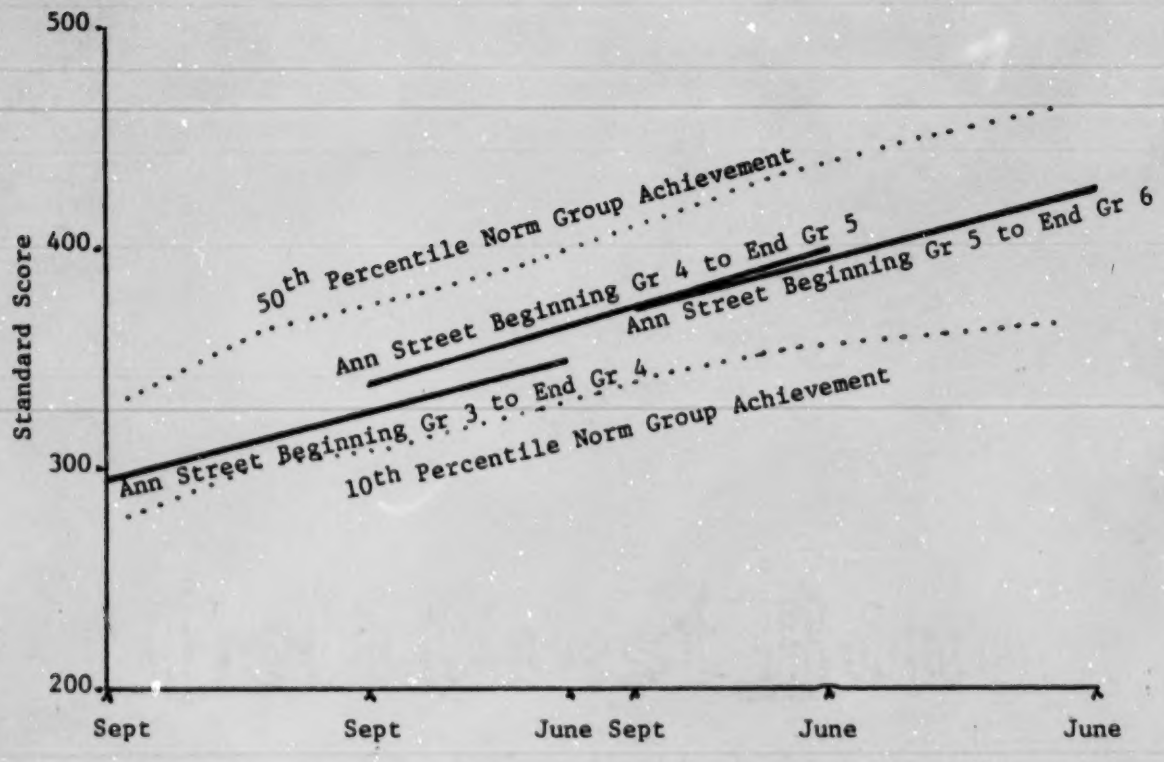


	Beginning Grade 3	End Grade 4	Beginning Grade 4	End Grade 5	Beginning Grade 5	End Grade 6
Sample Size =	4		9		10	
National Percentile =	23	22	24	28	25	32

For all practical purposes, it can be stated that Ann Street Bilingual students either maintained their reading percentile (actually grades 3 and 4 students dropped one percentile point) or increased their reading percentile compared to national norms. However, too few test scores could be matched up to make a strong case for these results being representative of the much larger original class groups followed over the two year span.

Following the same groups as for reading, the math computational test scores of students were analyzed for a two year period. The results are shown in the graph and accompanying table below.

Two Year Growth in Math Computation



	Beginning Grade 3	End Grade 4	Beginning Grade 4	End Grade 5	Beginning Grade 5	End Grade 6
Sample Size =	19		15		16	
National Percentile =	19	20	24	29	23	30

The results show Ann Street Bilingual School students maintaining or increasing their math computation percentile scores for all groups. Since the sample sizes represent over half of all students making up the original groups, a good case could be made that Ann Street Bilingual School classes are progressing in math computational skill at a rate equal to or exceeding that of the national norm group.

Student Attitudes Toward School Subjects

Teachers at Ann Street School felt that student attitudes toward school work was an important factor in their achievement. Staff selected Survey of School Attitudes for this purpose, because this instrument provided results in terms of reading/language arts, mathematics, science, and social studies. However, a few changes were made in the publisher's recommendations for administration. First, the Primary Level of the instrument was used in grades 4 and 5 instead of the Intermediate Level. Second, the survey was administered in Spanish instead of the English language except in grade 6. And third, the survey was administered in the spring of the year instead of the fall when the instrument was standardized. These three changes limited to some extent the accuracy of any comparison of Ann Street student responses to the survey with the norm group results. However, norm group results for the survey were the only available standard to which Ann Street student responses could be compared. A table of the comparisons is presented on the next page.

The national sample of students taking the survey typically averaged about 20 in a 30 item reading/language subtest with the scoring falling off slightly at each higher grade level grouping. The categories of responses for the survey were "Like, Don't Know, or Dislike" with a scoring of 2, 1, or 0 respectively. Ann Street students responded more positively about reading/language arts averaging about 25 in the 30 point test. Ann Street students results did not become less positive up through the grade levels as did the national sample.

The national sample expressed the least positive attitude toward mathematics, averaging about 18 in the 30 item mathematics subtest. Again, the national sample showed a less positive attitude toward math in each higher grade level. Ann Street students showed about the same enthusiasm for math as they did for reading/language arts averaging about 24 on the 30 item survey.

The national sample expressed their most positive attitudes toward science and social studies averaging about 21 or 22 in the 30 item subtests. As with reading and math, responses of the national sample became less positive up through the grade levels. Ann Street student responses again showed a more favorable response toward science and social studies than did the national sample, averaging about 25 in each of the 30 item subtests.

Summarizing, Ann Street students expressed more positive attitudes toward reading/language arts, mathematics, science, and social studies at every grade level than did a national sample of students who were given the survey. Further, Ann Street students showed about equal liking for each of the four areas of school skills tested.

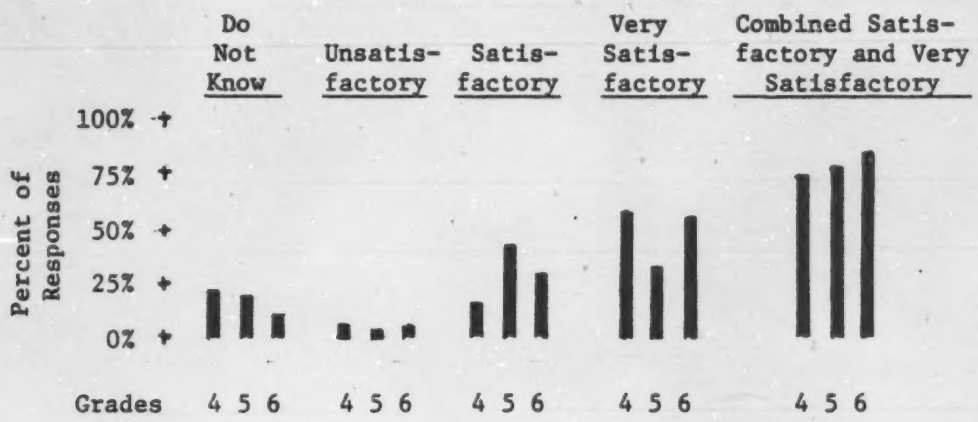
ANN STREET STUDENTS' ATTITUDES TOWARD SCHOOL SUBJECTS
COMPARED TO NATIONAL NORM ATTITUDES

	Grade Level	March Enrollment	Students Tested	Raw Score October	Means March	Standard Deviation
Reading/Language Arts						
Ann Street	3	39	31		25.5	6.5
Norm Group		--	765	22.2		5.8
Ann Street	4	49	44		25.5	4.8
Norm Group		--	208	21.9		5.8
Ann Street	5	37	33		24.3	4.7
Norm Group		--	837	19.4		5.9
Ann Street	6	38	33		26.2	3.5
Norm Group		--	876	19.8		6.2
Mathematics						
Ann Street	3	39	31		21.7	8.0
Norm Group		--	765	19.9		6.7
Ann Street	4	39	44		25.0	5.4
Norm Group		--	208	19.3		6.9
Ann Street	5	37	33		23.3	5.7
Norm Group		--	837	17.4		7.7
Ann Street	6	38	33		26.0	5.3
Norm Group		--	876	17.8		7.8
Science						
Ann Street	3	39	31		25.5	5.2
Norm Group		--	765	23.2		5.3
Ann Street	4	49	44		25.8	5.1
Norm Group		--	208	23.0		5.4
Ann Street	5	37	33		26.4	4.6
Norm Group		--	837	21.8		5.9
Ann Street	6	38	33		25.0	4.6
Norm Group		--	876	21.0		6.1
Social Studies						
Ann Street	3	39	31		24.6	5.8
Norm Group		--	765	23.4		5.4
Ann Street	4	49	44		24.3	6.3
Norm Group		--	208	22.7		5.9
Ann Street	5	37	33		25.4	4.7
Norm Group		--	837	25.4		6.2
Ann Street	6	38	33		24.7	5.3
Norm Group		--	876	20.3		6.2

Student Views of Their School Progress

Following the administration of the Survey of School Attitudes during March, students in grades 4-6 were requested to respond to a short questionnaire concerning their school progress in: (1) speaking and understanding English, (2) Spanish reading, and (3) learning Puerto Rican culture. Their ratings of these three questions on a five-point scale have been grouped and presented below:

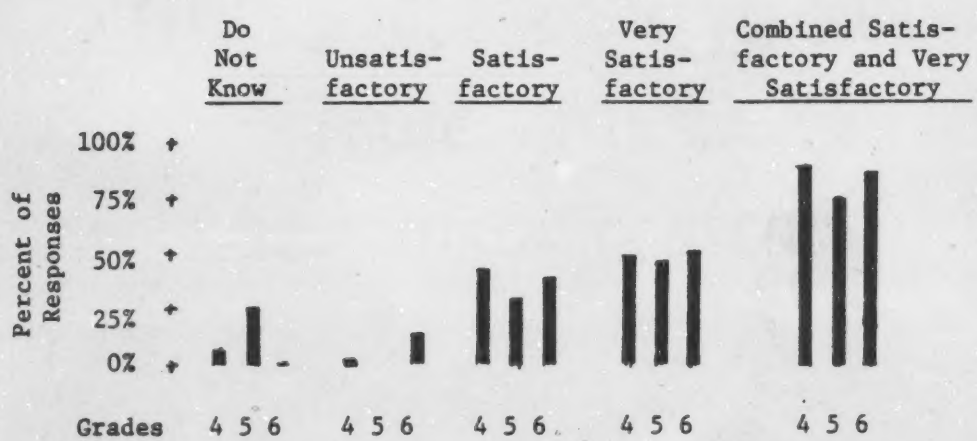
Speaking and Understanding English



At each grade level, the greatest percentage of students felt they were speaking and understanding English very satisfactorily.

The second question of the questionnaire asked students how well they thought they were doing in Spanish reading. The graphed results are presented below:

Spanish Reading



Students felt they were doing better in Spanish reading than in speaking and understanding English. 91%, 75% and 87% of all students in grades 4-6 respectively felt they were doing satisfactory or very satisfactory work in Spanish reading while a slightly smaller percentage (73%, 76% and 84%) of all grade 4-6 students rated themselves in these two highest categories for speaking and understanding English.

A third question asked students how well they thought they were doing in learning about customs and history of Puerto Rico. Graphed results show the following:

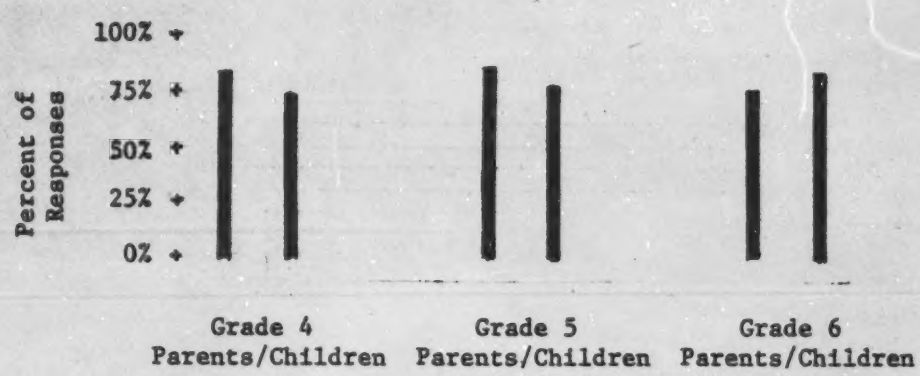
Puerto Rican Culture

About three-quarters of all grade 4-6 students indicated satisfactory or very satisfactory progress, about equal to their responses about speaking and understanding English.

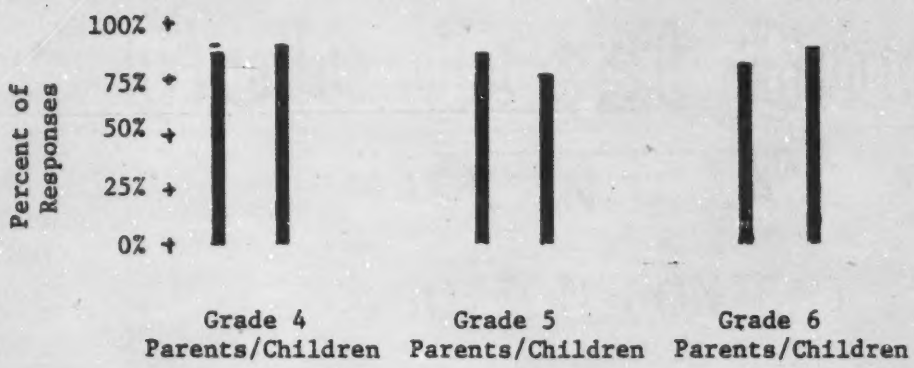
Fifth graders seemed less decisive and less satisfied with their progress than did fourth and sixth graders.

To get another viewpoint about student progress in English, Spanish and Puerto Rican culture, parents of the grade 4-6 students were asked the same questions a few weeks following the time that students were asked the questions. The graphed results of students and parents for combined "satisfactory" and "very satisfactory" categories are remarkably similar. About three-quarters of all parents, like their children, felt learning in: speaking and understanding English, Spanish reading, and in Puerto Rican culture were either satisfactory or very satisfactory. The comparisons are presented graphically below:

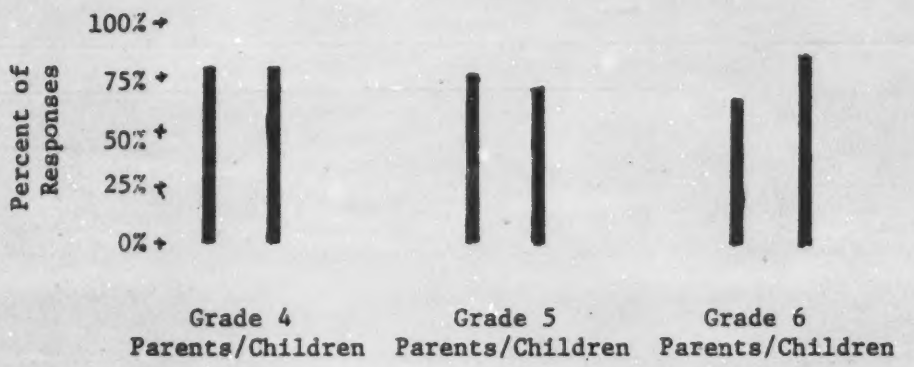
Parent Compared to Student Ratings of "Satisfactory" or "Very Satisfactory" Progress in Speaking and Understanding English



Parent Compared to Student Ratings of "Satisfactory" or "Very Satisfactory" Progress in Spanish Reading



Parent Compared to Student Ratings of "Satisfactory" or "Very Satisfactory" Progress in Learning Puerto Rican Culture



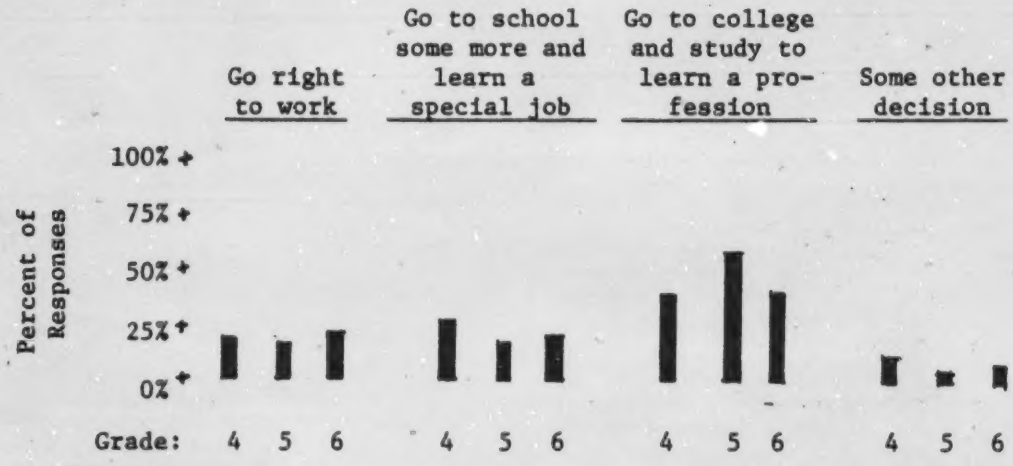
Student Aspiration Beyond High School

Student achievement and attitude toward school studies are two direct concerns of teachers and parent. Aspirations beyond high school are also crucial. What future beyond high school do students look forward to? An attempt was made to answer this question in terms of Ann Street Bilingual School students of grades 4-6.

Four questions were asked of students concerning their aspirations during the spring of the year. The questions and the results are presented below.

	Yes 4th grade	Yes 5th grade	Yes 6th grade
1. Do you expect to finish high school?	93%	97%	100%

2. If yes, what do you expect to do after you have finished high school?


Go right to work
Go to school some more and learn a special job
Go to college and study to learn a profession
Some other decision
100%
75%
50%
25%
0%
Percent of Responses
Grade: 4 5 6 4 5 6 4 5 6 4 5 6

3. Have you decided at this time what job or career you expect to work at when school is finished?

Yes 4th grade	Yes 5th grade	Yes 6th grade
98%	94%	67%

4. If yes, what is the job or career?

Grade 4 Responses	Grade 5 Responses	Grade 6 Responses
Secretary (8)	Teacher (8)	Teacher (5)
Policeman (5)	Doctor (6)	Policeman (4)
Nurse (5)	Mechanic (2)	Secretary (3)
Teacher (4)	Movie star (2)	Register clerk (3)
Mechanic (3)	Custodian	Doctor (3)
Movie Star (3)	Secretary	Stewardess (2)
Doctor (3)	Race-horse jockey	Lawyer
Air force	Hairdresser	Singer
Stewardess	Truckdriver	Nurse
Dancer	Policewoman	Nun
Singer	Policeman	
Cityworker	Baseball player	
Soldier	Singer	
Carpenter	Store clerk	
Highway patrolman	Athlete	
Store clerk	Lawyer	
	Nurse	
	Poet	
	Artist	
	Scientist	
	Pilot	

The responses of students expressed overwhelmingly that they expected to finish high school. Of those expecting to finish high school, between a half and a third of all students planned to go to college and study to learn a profession. Another quarter planned to go right to work. And still another quarter planned to go to school some more to learn special jobs. About one-tenth of the students at each grade level indicated they planned "some other decision" besides the three listed above.

Ninety-eight and 94% of the fourth and fifth graders respectively had already decided at this time what job or career they expected to work at while only 67% of all sixth graders had made up their minds about their future job expectations.

Using Roe's Occupational Classification System, one finds fourth graders selecting about 45% professional, 50% skilled, and 5% unskilled jobs; fifth graders... 71%, 23%, and 6%; while sixth graders picked 50% professional, 39% skilled, and 13% unskilled jobs as the choices for their future occupation or career. Overall, students selected 55% professional, 37% skilled, and 4% unskilled work.

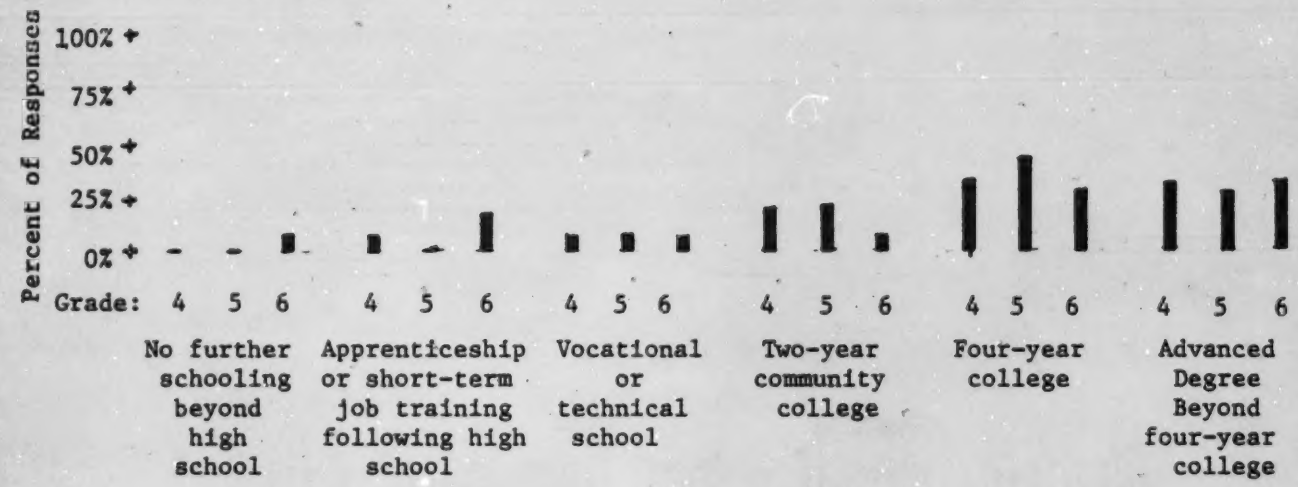
Parent Aspirations for Their Children Beyond High School

When asking parents to rate their children's progress in English, Spanish, and Puerto Rican culture, they were also asked three questions about their aspirations for their children beyond high school. A restatement of the question and the parent responses are presented below.

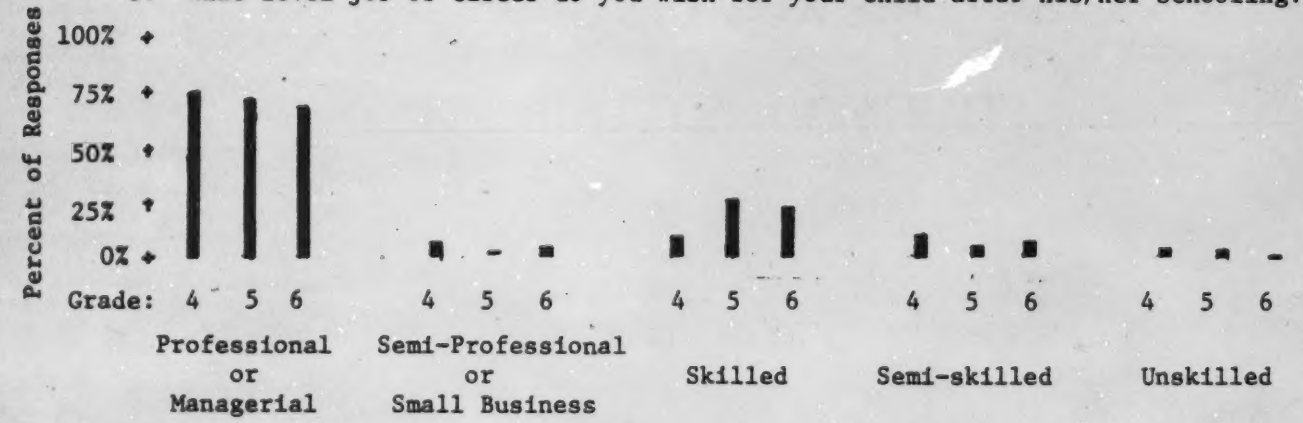
1. Do you expect your child to finish high school?

Grade 4 Yes	Grade 5 Yes	Grade 6 Yes
97%	94%	93%

2. If yes, what amount of education beyond high school are you planning for your child?


Percent of Responses
100%
75%
50%
25%
0%
Grade: 4 5 6 4 5 6 4 5 6 4 5 6 4 5 6 4 5 6
No further schooling beyond high school
Apprenticeship or short-term job training following high school
Vocational or technical school
Two-year community college
Four-year college
Advanced Degree Beyond four-year college

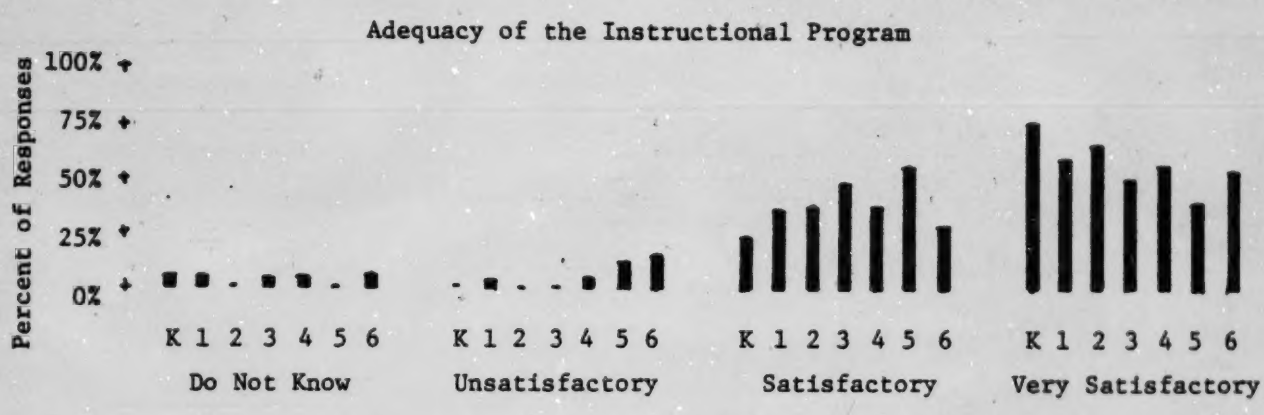
3. What level job or career do you wish for your child after his/her schooling?

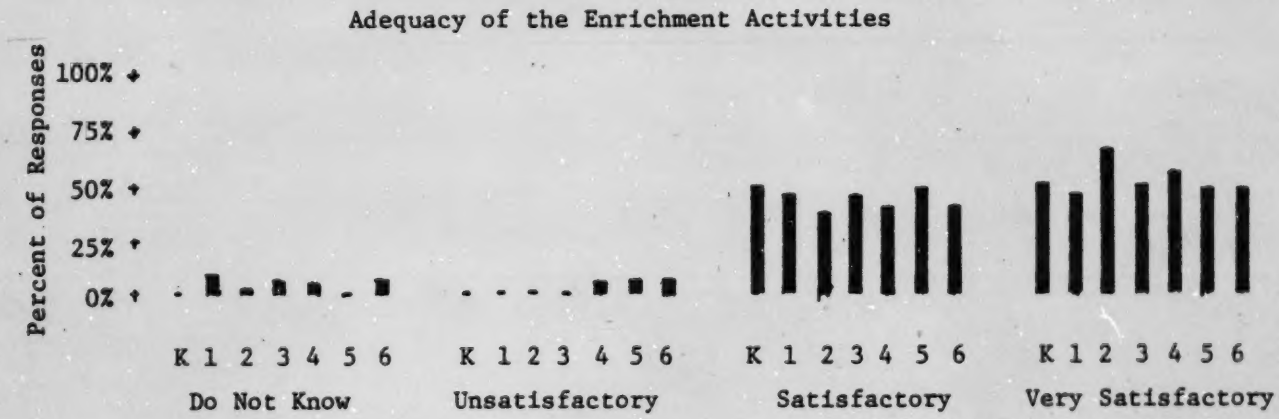


Like their children's responses, almost every parent expected their siblings to finish high school. Unlike their children, few parents indicated that they wanted them to go right to work upon completing high school. Two-thirds of all parents selected four years of college or an advanced degree for their children's future. Less than half of all children expected to go to college to learn a profession. In terms of level of job or career after schooling, almost three-quarters of all parents expected "professional or managerial" careers for their children while just over half of all children selected this career level.

Parent Views About the Instructional and Enrichment Activities

In the spring questionnaire to parents, parents were asked to rate the adequacy of the instructional and enrichment activities and to write-in any suggestions to improve the Bilingual School. The responses were as follows:





Between half and three-quarters of all parents rated the Ann Street Bilingual School Program "very satisfactory," the highest rating category. Lower grade levels were rated slightly higher than the upper grade levels. Enrichment activities were rated satisfactory or very satisfactory by almost all parents with a slight tendancy for parents in the upper grade levels viewing enrichment activities less satisfactorily.

Parent Write-in Suggestions to Improve the Bilingual School

Parents of kindergarten children

--A ½-hour class for grades K-3 where they would learn just vocabulary in Spanish, and then English. Later, expose them to the use of a dictionary.
--More emphasis on Puerto Rican culture.
--Discipline problems should be treated confidentially.
--Give children the opportunity to display more art work.
--Have an opportunity to bring books home to interest them.
--More English classes.

Parents of grade one children

--I have no negative comments. The school is doing very well, in my opinion.
--Would like to see my children bring more homework home. Also, literature books to be brought home so that they can read and apply themselves more.
--More English lessons.
--Am most grateful for the bilingual program in this school.
--More English emphasis so that they can be equal to their native language.
--Feel everything is going well.
--Large playground facility.
--Develop a better math program.
--More involvement in English comprehension. Fifth and sixth grade should be exposed to career education.
--More Spanish teachers as well as Bilingual schools. It is a need to be able to learn both languages.
--More English instruction.
--Transportation for children with health problems.
--I think if a child knows English he should be taught English first. That is what he needs here. By all means his Spanish culture should be taught him also.
--Would like to see my children bring homework home.
--They should teach more English, because we are in the United States, not in Puerto Rico.
--More instruction in English. Also gym recreation. In addition, more emphasis in the culture of Puerto Rico.
--More emphasis on reading.
--Transportation. Homework. Avoid homework of repetition of words to be written over and over.
--Better relationship between teacher and students. Also improve the discipline regulations.
--Teach the basics, reading, writing, and arithmetic, and stick to these courses.
--Large school facility, cafeteria, playground, and gym.

Parents of grade two children

--To teach more English.
--Problems of discipline and such should be treated confidentially.
--Would like to see the highest grade extended further in the Bilingual School.
--I feel the school is functioning quite well.
--Problems of conduct and others should be treated confidentially.
--More English taught.

(Parents of grade two children, cont.)

--Would like to see the Bilingual School continue on and bring betterment in whatever needed areas. Would like to see a place for the children to play.
--Would like to see this school progress for the benefit of our children.
--More cultural activities with parents. Sharing of programs, activities with other schools.
--I am quite happy for my son's progress since he began bilingual education.
--The need for a playground for children to play away from danger.

Parents of grade three children

--More emphasis on English instruction.
--Teach English so that when they go to another school they don't fall behind.
--Transportation is needed.
--More English instruction.
--Safer playground with more room for the children to play freely.
--Am most happy with the instruction my children are receiving especially the kindness of the teachers.
--Sharing the curriculum early in the year with parents, so that we may reinforce the child's learning.
--Improve parking facility and playground. More English instruction.
--A need for a medical physician, and modernization of the school.
--Generally I believe that the school is trying to fulfill its mission. Would like to see a strong adherence to core material--reading, writing and other cognitive skills, with heavier emphasis on mathematical fundamentals.
--More teachers, more classrooms, better conditions.
--Newer books to meet grade levels.
--Improve English instruction.
--More importance to Puerto Rican culture.

Parents of grade four children

--Parents should be advised of curriculum. If parents know what child is learning he or she can reinforce learning; conference with parent-teacher-student; more frequent reporting to parents; information for meetings is passed on too close to date and parents cannot plan.
--More importance to Puerto Rican culture.
--Would like to see my child reading and writing Spanish and English, as well, perfectly well.
--It is my opinion that the school is offering a sound education to our children.
--Better playground facility.
--More English instruction. I consider that there is too much Spanish given.
--Larger school facility.
--We are pleased with all aspects of our son's program.
--Strongly feel that the students appear to have more Spanish-dominance still.
--Why is it that my daughter has a hard time writing English. Is English one of her major classes? Would be interested in knowing.
--Hope the bilingual program will continue on. Better playground.

Parents of grade five children

--Hope the school continues on.
--More instruction in English and Mathematics.
--Larger cafeteria and gym.
--No, it is fine.
--More teachers and more classrooms.

Parents of grade six children

--The school is doing satisfactorily. My children seem to be responding well.
--I am well in favor of the bilingual program and the opportunity for our children to learn both languages and cultures is really an advantage.
--Hope the very best for the bilingual program.

Parents' comments were positive about the Ann Street Bilingual School. Perhaps the most often mentioned comment was the need to emphasize the English language more. There were many comments also indicating that parents were very happy with the progress of their children in the Bilingual School; that they would like to have the basics emphasized more; and that there was a need for a safer playground having more room for the children to play.

Instructional Time for English and Spanish Language Arts

Following the parents recommendation that the school should provide more time in learning the English language in their responses to the school questionnaire, each teacher was surveyed to determine the amount of time spent teaching English. The specific question asked was, "How many hours weekly of direct English language arts were taught to your pupils this school year?" Teachers were also asked the same question about Spanish language arts. The results that were reported follow.

English and Spanish Language Arts Instruction Offered

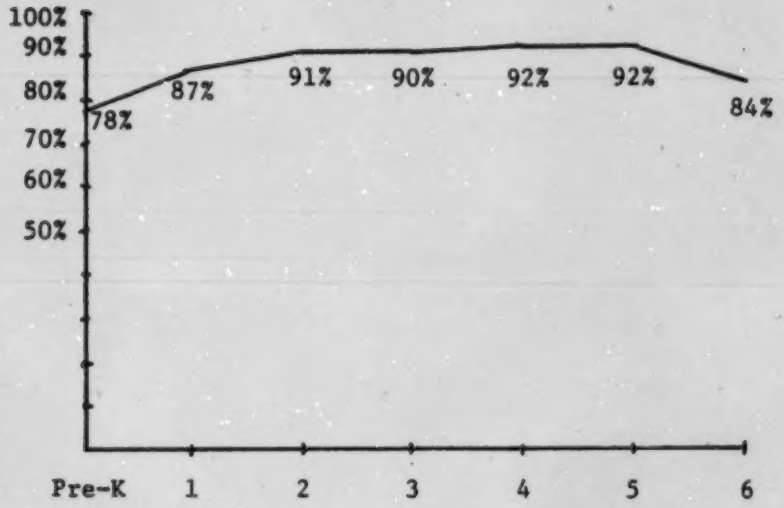
Grade Levels Taught by Teachers	English Language Arts Taught	Spanish Language Arts Taught
K	1/2 hour daily	1½ hours daily
1	1 hour daily	1 hour daily
1	3/4 hour daily	1 3/4 hrs daily
2	1 hour daily	1 3/4 hrs daily
2	1½ hours daily	1 3/4 hrs daily
3	1 hour daily	1 3/4 hrs daily
3,4	1½ hours daily	3/4 hours daily
4,5,6	3/4 hour daily	1 3/4 hrs daily
5	1 3/4 hr daily	3/4 hours daily
5	1½ hours daily	5/6 hour daily
6	1½ hours daily	1 hour daily

The above information cannot clearly present the amount of English language exposure provided in each classroom as teachers include English language skills in other classroom studies throughout the school day. However, the figures do represent the actual class time spent in the direct study of English language arts and generally show an increasing amount of English language arts concentration at each higher grade level.

Student School Attendance

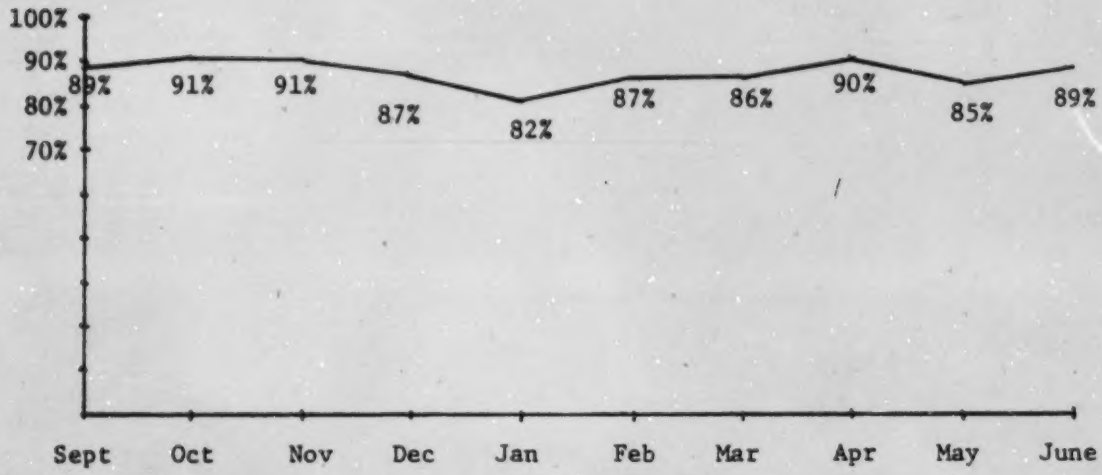
The regularity of school attendance figures prominently in children's learning. The graph below shows Ann Street Bilingual School students of grades 2 through 5 with the highest school attendance; preschoolers and kindergarteners lowest; and grade 6 students next lowest.

Student Attendance by Grade Levels



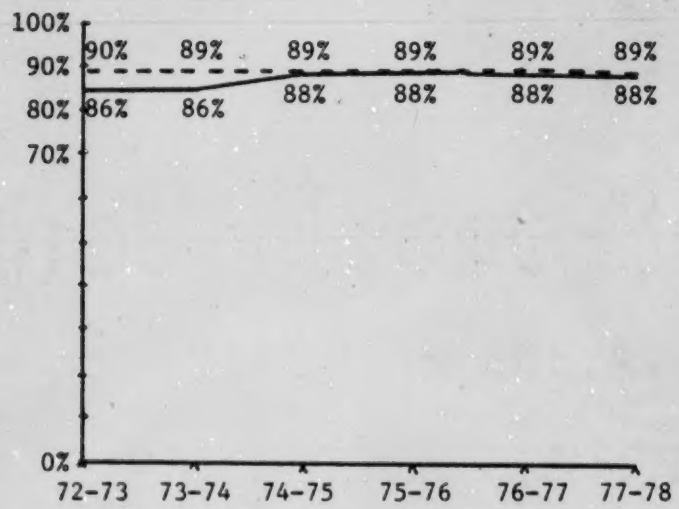
School attendance of students varied during the months of the school year. They attended most often during the months of September through November. Attendance was lowest around the change in the calendar year. The attendance pattern was most unusual for the month of May, dropping 4 or 5 percentage points lower than the months preceeding and following it.

Monthly School Attendance Pattern



Finally, Ann Street Bilingual School student attendance was compared to the average attendance for all Hartford elementary schools over the number of years the Bilingual School has been in existence. The graph and table below shows the Bilingual School student attendance 3½ to 3 percentage points lower than the citywide average during the first two years. However, for the last four years Ann Street Bilingual students have reduced the difference in attendance by more than one-half. The difference between Ann Street and the citywide average ranged between 2/3 to 1½ percentage points for the four year period.

Six Years of School Attendance Compared with Citywide Averages



Yearly Percentage of Attendance Compared

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Ann Street Bilingual	86.04	86.30	88.30	88.18	88.01	87.85
Citywide Average for all Elementary	89.54	89.23	89.72	88.85	89.54	88.51
Difference	3.5	2.9	1.4	.67	1.5	.7

STAFF ACCOMPLISHMENTS

Ann Street Bilingual School staff participated in a variety of professional activities beyond their teaching responsibilities which indirectly contributed to student learning. These activities are described in the sections to follow.

College Credits Earned by Teachers

Teachers earned a total of 62 college credit hours of work from January 1977 through January of 1978. This was an average of four credit hours of work per staff person for the 15 full-time teachers and specialists. The course descriptions and credit-granting institutions have been listed below.

College Credits Earned by Teachers

Course	Credit Hours	Credit-granting Institution
Comparative Group Methods	2	University of Connecticut
Educating the Child on the Mainland	3	University of Hartford
Ego Psychology	2	University of Connecticut
Perspectives of Women in Society	2	University of Connecticut
Professional Practice in Case Work	2	University of Connecticut
Public School Administration	3	University of Connecticut
Cultural Issues in Continuing Educ.	3	University of Hartford
Teaching ESL	3	University of Hartford
Open Education	3	State University of New York
Bilingual Curriculum Development	3	University of Hartford
Contemporary Social Problems	3	Greater Hartford Comm. College
Children's Literature	3	Central Conn. State College
Intermediate Spanish I	3	Greater Hartford Comm. College
Methods & Materials Bilingual Educ.	3	University of Hartford
Tchng Reading Bilingual Children	3	University of Hartford
Procedures Emot Disturb Children	3	University of Connecticut
Supervision EAdm Special Education	3	University of Connecticut
Portugal-Linguae Cultura I	3	University of Connecticut
Portuguese II	3	University of Connecticut
	62	credit hours from 15 staff persons

Conferences and Workshops Attended by Teachers

Teachers attended 27 workshops and conferences related to their educational needs and interests from January 1977 through January 1978. Attendance at these affairs totaled 760 clock hours of time. A listing of the workshops or conferences as well as the sponsor follows:

Conferences and Workshops Attended by Teachers

Conference	Credit Hours	Date	Sponsor
✓ Teaching English Second Language	40	Feb '77	TESOL
✓✓ Methods and Materials (Reading)	5	Oct '77	CT Reading Assoc.
✓ Bilingual Education	19	Apr May Nov '77	CT Assoc Bic/Biling Ed
Social Work Conference	6	Oct '77	CT Assoc. Sch Soc Work
The Puerto Rican Woman	15	Nov '77	Nat. Conf. of Puerto Rican Women
✓✓ New England Kindergarten Conference	12	Nov '77	Lesley College, MA
Social Studies Workshop	4	Aug '77	Ann Str Bilingual School
New England Adult Education		Apr '77	
Bilingual/Bicultural Workshop	6	May '77	Hartfd Bd Biling. Dept
✓✓✓ Gattegno Reading Approach		Nov '77	Hartfd Bd Biling. Dept
Bilingual Conference	5		Hamden-New Haven Coop
Math Conference	2	Apr '77	Heath Company
Reading Conference	35	Apr '77	Intern Reading Asso., Fla
Learning Disabilities Conference		Mar '77	Hartford Bd of Education
Special Education Conference		Jan '78	Hartford Education Assoc
Special Educ. Materials Exhibit		Nov '77	SERC
Guided Reading-Spanish	1½	Nov '77	Hartfd Bd Biling. Dept
✓ Paraprofessional Inservice Wkshp	2	Jan '78	Hartford Bd of Education
Presentations: Science in the Bilingual Classroom			
Mainstreaming Handicapped Children	8	Dec '77	Learning Magazine
"Sidewalk" Workshop	1½	May '77	Htfd Bd of Education
"Magic Circle" Presentation	1½	Nov '77	Htfd Bd of Education
✓✓✓✓ Educating the Child on the Mainland	90	Aug '77	Ann St Sch: Title VII
✓✓✓✓ First Aid for Children	4		Red Cross
Newspaper Workshop	3	June '77	Htfd Bd Reading Dept
Public Law 94-142	12½	Nov Dec '77	Htfd Bd of Education
Adult Performance Levels		Oct '77	Htfd Staff Development
Solutions to Special Ed Problems	10	May '77	Htfd Bd: Spec. Ed Dept
Total	760	clock hours	

After School Activities and Community Services of Teachers

Sixteen varying types of after school activities involving Ann Street students and voluntary community services were renedered by teachers from January 1977 through January 1978. A listing of these services is presented below.

After School Activities and Community Services of Teachers

Graduation program preparation
Member of the folklore group: Impacto-Boricua
Member of the Language Readiness Prog.
Member of Connecticut Association of Bicultural/Bilingual Education
Member of the National Organization for Puerto Rican Women
On the Executive Board of Organization of City Neighborhoods
Took students to Hartford points of interest as a reward for good behavior
Chaired after school Science Committee work
Organizer of the Multi-Cultural Community Day, Park Street Neighborhood
Teaching Catechism
Member of the theatrical group: Nuestra Expression Teatral
Safety Patrol supervisor
After school recreational activities with classroom boys
Coached CYO basketball at Sacred Heart Parish
Attended Hartford Board of Education meetings
Member of the Hartford Chile Solidarity Committee

College and Inservice Credits Earned by Paraprofessionals

Paraprofessionals earned 21 credit hours and participated in 96 clock hours of inservice education sponsored by the Hartford Board of Education between January 1977 and January 1978. This was an average of 1 3/4 college credits and 8 clock hours of inservice credit per paraprofessional staff person. The listing of college and inservice credits follows.

College and Inservice Credits Earned by Paraprofessionals

	Credits	Clock Hours	Sponsor
Team Teaching in the Bilingual	3		University of Hartford
XX Portuguese in the Classroom		30	Parkville Community School
XXXX Bilingual Workshop		6	Hartford High School
Gattegno Reading Approach			Hartford Bd Bilingual Dept.
X Sociology	3		
Music	3		
X Paraprofessional Inservice Workshop		6	Hartford Bd of Education
Typing	3		Greater Hartford Comm College
Early Childhood Education	3		Greater Hartford Comm College
English Language	3		Greater Hartford Comm College

21 credit hours/96 clock hours

Conferences and Workshops Attended by Paraprofessionals

Paraprofessionals attended 334 clock-hours of conferences and workshops from January 1977 to January 1978. This was an average of 18 clock-hours of conferences and workshops per paraprofessional staff person. A listing of the conferences and workshops follows.

Conferences and Non-Credit Workshops Attended by Paraprofessionals

		Clock Hours	Date	Sponsor
XXXX	Educating the Bilingual Child on the Mainland	75	Jul-Aug '77	Title VII Bilingual
XXXX	First Aid for Children	4		Red Cross
	Bilingual/Bicultural Education	3	Nov '77	CT Assoc Bilingual/Bicultural Education
	The Puerto Rican Woman	15	Nov '77	Nat. Conf. for Puerto Rican Women
	Push for Excellence			Hartford High School
	Learning Disabilities Conference		Mar '77	Hartford Bd of Education

334 Clock Hours

Parent Visits to the Classroom

Names and dates of parent visits to each Ann Street Bilingual School teacher from January 1977 to January 1978 were totaled and averaged for the 11 teachers and five full-time specialists. The parent visits totaled 245 for an average of 15+ visits per staff person.

Teacher Visits to the Homes of Students

Students' names and dates of visitation to their homes were totaled for the 11 teachers and five full-time specialists at the Ann Street Bilingual School. The total number of students visited by staff from January 1977 to January 1978 was 84 for an average of 5+ visits per staff person.

SELECTED CURRICULAR ACTIVITIES

Helping Parents Help Children to Read Better

During some of the coldest winter months, Ann Street School and the Hartford Public Library presented parents with an opportunity they couldn't afford to pass up. The opportunities were encouraging parents to read at least 15 minutes to their children every day for a period of nine weeks. The incentives offered attracted 88 applications from children to participate.

The program was made known to Ann Street Bilingual School children in early February. A visit from Gertrude Blanks, librarian and actress stimulated interest in young and old alike through her superb story-telling skills.

A follow-up activity had notices about the cooperative endeavor going home to each parent along with an application. Ann Street School Reading specialist, Margaret Rick, in a letter to parents explained the February 16 to April 20 program purpose and announced three trips to the public library for parents on February 16, March 10, and March 31 with free transportation provided.

Following this, the Hartford Courant publicized the beginning of the joint endeavor as did the Hartford Spanish radio station, WLVH. The latter cooperated by presenting children's stories in Spanish for five minutes daily at 7:30 AM each school day. This was an especially important aspect of the program as the children felt the stories were being broadcast just for them. Teachers reinforced the efforts through follow-up activities. A posting was distributed to all Hartford Schools.

A diary was drawn up and distributed to parents so they could keep track of the books they read to their children. Also, certificates of program completion were prepared. On April 20, 40 parents received certificates. Several more received certificates at a later date. It was a tribute to their persistence in carrying through, but the real pay-off was the increased interest in reading on the part of their children.

The Science Curriculum Project

The Bilingual School staff initiated a science curriculum study at the very beginning of the 1977-78 school year. Even though they had Hartford's K-6 Science Curriculum Guide, prepared in 1972, the staff felt that the curriculum in the Guide, while good, did not adequately cover the areas of learning, were not placed properly in terms of grade level, and were not coordinated up through the grade levels.

The staff began their review on September 15 followed up by meetings on September 27, October 3, 5, and 14, and then presented their efforts back to the entire staff on October 18. Participating staff were: Jean Anderson, Evelyn Delgado, Ramon Cruz, Roland Axelson, Nylsa Ubarri, Lorene Lugo, and Dan Barstow, Chairperson.

The Science Committee first changed the Curriculum guide by rearranging the placement of specific subject matter and then added to or subtracted from the scope of coverage at some grade levels. Next, the general science skills considered important for K-6 students were added as a second section to the revised Guide.

In a second phase of work, the Science Committee decided what science materials, new and old, should be in each teacher's classroom and which should be housed in a central location. Following these decisions, emphasis was placed on organizing a resource center for science curriculum materials. Newly received science kits and curriculum materials as well as previously acquired tests were catalogued and a "lending system" developed for school-wide use.

The third phase of the study group's work was the presentation of the rewritten science curriculum guide, an overview of available materials, a system for borrowing Science Resource Center materials, and the distribution of the science materials appropriate to specific classrooms at a schoolwide staff meeting. During this meeting, the importance of combining instruction in specific subject matter with developing general science thinking skills was emphasized. Also, the Center's system to help teachers locate specific reference materials was stressed.

Teachers were requested to make a listing of suggestions, recommendations, and further needs for science teaching over the next several months as they used the curriculum and Center materials. The Science Committee plans to act on these suggestions early in the new calendar year.

The Bilingual School Science Fair

May 8-12 was the week of the Ann Street School Science Fair. Thirty exhibits were displayed in the school library. Classrooms of children visited during the first four days while visitors, newspersons, and people from local radio stations were invited in on the fifth day.

Creativity, effort, and aspirations were evident in students' work. For example:

> I am going to study about plants and write about them. I am going to study every day and be a scientist when I grow up. My science project is about a bean plant and flowers.
>
> Robin Gonzalez

How I Made My Camera

To make my camera, I took a World magazine and I read all the instructions. Then I started doing it. When I finished, I put in a film and took a picture of the Civic Center. It was my first picture and took 3 seconds.

Fernando Román

Exhibitors had the opportunity to discuss and explain their projects to all visitors including their classmates. Rafael Ruiz took great pains to line up his light source, magnifying lens, and projection box so visitors could see his homemade film strip projector in action. As part of another exhibit, Carmen Fuentas talked about a series of photographs showing an animal heart disection which really took place in her classroom. Maria Zea and Edith Raices showed their project of airplanes and airports... a model airport layout, model paper planes designed to perform differently in flight, and pictures of their actual visit to an airport.

Teachers bringing their classes to the exhibit were requested to brief their students about ways to get the most from their visit. Students were encouraged to study each project carefully, ask questions, take notes and draw diagrams of interesting projects, and to think about what makes a good science fair project. Teachers were encouraged to follow up in the classroom after the visit with discussion, especially about projects students might dream up for the next science fair.

This year's science fair recognized the following individuals and groups for their: scientific sophistication, understanding of the topic, effort, and their presentations:

Individuals

2nd grade: Jesus Velazques (B-1)
Josh Smith (B-1)

3rd grade: Rafael Ruiz (B-6)
Edith Raices (w/Maria Zea) (B-6)

4th grade: Carlos Negrón (C-5)
Steve Welles (C-5)
Fernando Román (C-5)
Carmen Fuentes (C-5)
Marilyn Medina (B-6)
Carmen Diaz (B-6)

6th grade: María Zea (w/Edith Raices) (C-1)
Wanda Montañez (C-1)
John Leonardo (C-1)
Elsie Vasquez (C-1)

Groups

Yolanda Rivera's class (B-1)
Ramón Cray's class (C-4)

Written Composition in Salon B-1

Finding her English Reading Class especially weak in writing skills, Yolanda Rivera right away set aside three-quarters of an hour every Monday morning for written composition practice. Modeling her instruction after Composition: Guide-Free, a 1976 publication of Columbia University, she had each child start a composition book to be used solely for the written composition lessions. A paraprofessional in the classroom prepares the instruction sheets needed for each Monday's session. The object instilled in the children is to produce compositions as good as the models they observe. For example, upon opening Leticia Cotto's composition book to December 12, one finds that she tackled model 22 on this day which instructed her to write the passages"

"My brother found some books. He brought them home."

Following these two sentences, several more sentences had been copied which were identical to the first two sentences except that word changes had been made.

When Leticia completed the December 12 lesson, it was checked over by the teacher and found to have no errors. Whether she made mistakes or not determined the next model she would undertake. Where several or more errors are made, a child proceeds to a parallel model for more practice. Where no mistakes are made, the option to move to a more complex model is possible.

Yolanda Rivera says that if she did not stop the children at the close of each Monday's session, the children would continue their composition work right through the morning hours. Some children take their books home for more practice. The teacher feels at this point that there is ample evidence in the composition books right now which shows improvement in written composition just since the beginning of the school year.

Parents Teach About Jobs

Parents of one second grade classroom of children became teachers during the months of March and April. It was a unique way for children to learn about jobs.

Yolanda Rivera's second graders started by making a long list of jobs ... all of the jobs the students could think up. Following this they identified all of the jobs that the parents of the children had. And then they invited parents one at a time to come into the classroom and talk with children about their jobs...especially what they would have to learn in school to do the job.

That was the approach to getting parents to help children learn first-hand about work. But it didn't stop here. As soon as each parents' visit was completed, Mrs. Rivera had the class summarize what they had learned from parents. Their ideas were recorded on a large sheet of paper mounted on a bulletin board in front of the room. Children cited all they they could remember of the parent's talk while Mrs. Rivera lettered their ideas on the paper in Spanish. When the composition was completed, the whole class read the sentences aloud until they were thoroughly familiar with all the words and meanings.

On the day of March 30, Mr. Carlos Rios was the parent visiting. He told the children all the things that lawyers do and what they must do in school to become a lawyer. He told them that he specialized in criminal law... defending persons accused of commiting crimes.

The children asked a lot of questions. He spent one-half hour with them answering their questions.

The previous day, the children had been visited by another parent, Mrs. Edna Smith, the bilingual education coordinator for the City of Hartford. She told them all about the work she did.

Mrs. Rivera has a strong belief about what children should know about jobs even while they are young. She says every child should be shooting for some job. It doesn't matter what the job is or how often the child changes his mind. What is not acceptable is for children young or old not to have any job in mind at all!

Dinosaur Study in Salón C-1

It's hard for kids to imagine living 5 billion years ago. Roland Axelson's fifth grade class has found a study of that era a particularly interesting school activity during the months of January and early February.

Much of the information and materials used in the study were based on a Sunday Hartford Courant newspaper special and a book picked up at a teacher's bookstore entitled Prehistoric Animal Life. The latter provided many spirit ditto sheets, overlays, crossword puzzles, and questions that served as a basis for many of the activities. The book also contained detailed information about the eras of prhistoric time and the creatures that lived then. Roland Axelson said the children were able to understand most of the written information, but that when the reading got too hard, he would read and discuss the content with the class.

Some of the student creations culminating from this activity were displayed in the classroom, but most of these efforts ended up in a school library

display. In this library display there were two-dimensional skeletal parts which the children assembled to create the various creatures existing at that time. Some art work of animals was created in a relief pattern. There was also a large mural and pupil reports, each on a different animal.

The reports showed especially good written expression for fifth graders. For example, one fifth grader wrote on the brontosaurus which answered such questions as: "When did the animal live? During what era or period? What kind of food did the animal eat?" and a question about what the animal looked like. A second student's report answered this last question by writing that the brontosaurus was about seventy feet long, weighed about 60,000 pounds, and had a very long neck and a very small head.

Besides the high interest shown by the children, Roland Axelson said he was especially pleased about the combination of skills it brought into play... art, writing, scientific investigation, as well as reading. One of the summative activities of this study scheduled for this day was a game of Jeopardy centered around questions of importance about life and things during early times.

School Visit by International Reading Association Members

The International Reading Association Conference held at the Hartford Civic Center Convention and Exhibit Facilities on March 2 scheduled visits to Hartford area schools on the first morning of their meetings. Eight persons chose to visit the Ann Street School. The visitors were given a tour of the building and an introduction to staff by the Ann Street Director, Edna Soler. The group began their visit at 9 and completed the tour by 12 noon.

Mrs. Soler began by explaining the interest of parents in school activities, especially at the preschool through grade one level where parents were in and outside the classroom on that day. She spoke briefly about the amount of assistance given by the parents in the classrooms and explained the function of the Mothers' Club and Parent Teacher Association of the School.

An organizational chart of Ann Street Bilingual School staff was shown prior to the introductions to staff housed on the first floor of the building. Visitors saw preschool, kindergarten, and grade one classes in session on the first floor. Considerable time was spent watching Carmen de Jesus teach kindergartners in Spanish starting with days of the week and months of the year, and then citing numbers through fifty and then moving into vowel sounds using Gattegno's approach to teaching reading.

At 9:30, all students were clustered for English language classes for 45 minutes. They had been placed for this period according to their English language skill development. Mrs. Soler explained that the clustering cut across all grade levels and that the first grade classroom we were visiting at that moment had students from grades 1 through 3 for this English language study period.

The second floor of the building, where the second and third grade classes were housed, was visited next. In one room, a teacher was working with one child while another was using a Language Master, and the remaining students doing work from the board.

In a second class, students were preparing for a program presentation to take place the next day. While the students were cleaning up and preparing to change classes, Dan Barstow, the teacher, spoke with the visitors about his method of teaching reading in Spanish to his regular classroom. He showed a chart which he used to keep close tabs on the needs of each student. He said it was used for grouping as well as to signal competency in Spanish to a point where the student might be considered for movement to English reading. He said that by the time that most children had been in the Ann Street School for about a year, they knew their English fairly well and were ready for English instruction. Upon leaving his room, Mr. Barstow showed the visitors an enlarged map of Hartford which showed the location of each student from his class. He commented that the activity taught more than map reading skills. It was also an excellent activity to get classmates acquainted and promoted mutual acceptance.

In another classroom, visitors saw one child elevated on a table before the class reading a book aloud and showing the class illustrations from the book. In another classroom, one student pointed to words on the board while the remainder of the class recited the Spanish pronunciation in unison. Still another classroom had students discussing the healines and table of contents on the front page of the morning paper. Each student had his own copy. As the visitors left this classroom, students had completed the newspaper analysis and had begun a handwriting assignment.

Moving to the third floor, visitors were shown fourth, fifth, and sixth grade classrooms in action.

Ramon Cruz, who teaches a class of Spanish dominant fourth, fifth, and sixth graders, looked on as Gail Cohen instructed his class in a study of music symbols and sang tunes while reading the symbols.

Next, nine students working with bilingual therapists were visited, followed by two classroom visitations where spelling and geography were being studied.

Visitors were next taken to the reading room where Alberto Hernandez of the Hartford Bilingual Curriculum Center presented materials developed especially for Hartford Puerto Rican, Portuguese, and Italian students. Mrs. Soler followed his presentation by stating that this was the source for most of the curriculum materials used in the school.

Margaret Rick discussed reading activities with the visitors and told of the success of the current efforts of the school and public library sponsored activity encouraging parents to read to their children daily. This was a nine-week activity starting in February and ending in April which the Spanish radio station and the Hartford Courant newspaper helped publicize.

Visitors spent the last 15 minutes in informal discussion with Ann Street School staff. Much of the discussion centered about the transition from Spanish to English and the Ann Street School practice of grouping students of grades 4-6 together until such time as they had learned English well enough to be in other intermediate grade classes where English language is emphasized.

Inservice Presentation: The Transition from Spanish to English

The Ann Street Bilingual Reading Specialist, Margaret Rick, was one of two presenters addressing the topic, "When Should Children Make the Transition from Spanish to English?" at the February 2 inservice afternoon for Clark Street Elementary School staff in Hartford.

Making the transition from the native language to the English language is crucial to bilingual school program success and yet very little attention is being focused on this change in the child's curriculum nationally.

Margaret Rick explained that she has found two variables determining a successful transition: the degree of development of English language and the level of reading ability in the native language. Delaying the transition to basal reading instruction in English until the student achieves an advanced level of English (at least Level 4 as measured by the Bilingual Syntax Measure) and a Level of 2^3 in the Spanish reading series has proven to be a very successful time to make the change. She stated that since putting this theory into practice over the last two years, the Ann Street Bilingual School staff has found the English language progress of students to be much better.

The Clark Street School where the inservice presentation was given has had an increasing Spanish population over the past few years.

On the day of the inservice, the instructional staff of 27 persons raised questions about the goals of their school program as well as discussed the Spanish to English language transition.

English Reading Presentation at Connecticut Reading Association Conference

Six Ann Street Bilingual Community School staff persons presented a talk, "Process of Developing English Reading for Spanish-speaking Children," at a conference sponsored by Connecticut Reading Association. The conference was held at Penny High School in East Hartford in October. Carmen de Jesus, Nylsa Ubarri, Yolanda Rivera, Lorene Lugo, Jean Anderson, and Margaret Rick participated. The presentation was one hour in length.

The talk first gave an overview of the Ann Street School. Following this, the importance of concept development in native language needed to make the transition to English was discussed.

Next, the ungraded English language program at the Ann Street School was presented... Why it came about... how it functions... and the means used to develop a continuum of English language proficiency. Also discussed was a study underway at the school aimed at determining when children make the transition from Spanish to English.

Another part of the presentation emphasized some of the problems children have in making the transition from one language to the other. This was followed by the showing of an 8 mm movie, "Past Tense of Verbs," which children in Ann Street School acted out.

There was a good positive response to the presentation by the audience attending.

Special Recognition: The Safety Patrol

The Safety Patrol at the Bilingual School is more than an organization for students who volunteer to serve as crossing guards. Roland Axelson, a fifth grade teacher, is the supervisor for this activity. Over the years, he has developed the Patrol into a highly integrated and responsible school activity and one in which a large number of upper grade students desire to belong.

He started out five years ago by obtaining help from the AAA and Police Department to ascertain the essential needs and available written materials to build the safety patrol into a model school organization. Over these years, a system has evolved whereby the teachers nominate 4th, 5th, and 6th graders who are highly responsible and show potential to be good examples for other children. These nominees have the opportunity to participate in a training program where they are observed further for potential to make outstanding crossing guards. Helping the supervisor in these observations is the Captain of the previous year Patrol. Ten candidates and two substitutes are selected from the training experience. Letters of congratulations are sent out to parents.

Following this, a Safety Patrol Initiation is conducted. This year it was held November 4th at 1 PM in the assembly area of the first floor of the Bilingual School. Representatives from each classroom attended as well as the other current year nominees who were not selected. Parents, Board members, AAA representatives, and persons from the Police Department also attended. Presentation of certificates of commendation were awarded. Belts, badges, and helmets were presented. This year's members were:

Yolanda Hernandez (Captain)	Ray Rodriguez	Marilyn Santiago
Patty Fuentes	Jose Garcia	Angel Negron
Carlos Rivera	Darlene Perez	Angel Cuevas
		Carmen Fuentas

That which makes Ann Street Bilingual School Safety Patrol one of the best in the city is follow-up throughout the school year.

One technique that prompts children to do well is the merit system used which makes possible the earning of points and demerits. This system is used mainly to select the next year's Captain. In addition to this, the Patrol meets weekly after school with the supervisor. The supervisor also arrives earlier than all of the crossing guards each school morning.

There is socializing too. This year a spaghetti dinner at the supervisor's home, ice skating, bowling, circus visit, after school games, and trips to Riverside and Mountain Park have been planned. Parents are always invited to the social events.

Opportunities such as these have helped establish a tradition of excellence for the Safety Patrol at the Bilingual School. Membership is also one of the most sought after opportunities of the upper grade Bilingual School students.

Three Kings Day Program

A Three Kings Day Program was presented by Ann Street Bilingual School students of grades K-4 the day before the Feast of the Epiphany, an ancient Puerto Rican holiday similar to Christmas. The following school day was a Hartford school holiday commemorating this event. The program was performed between the hours of 10:30 and 11:40 in the staging area on the first floor of the school building. Yolanda Rivera coordinated classroom contributions to the program. Students from the classrooms of Carmen de Jesus, Awilda Montanez, Nylsa Ubarri, Dan Barstow, Maritza Parrilla, and Yolanda Rivera presented.

Activities included songs in Spanish and English. Puerto Rican folklore songs were sung. Dances related to Christmas songs were presented. A skit featuring the Three Kings traveling to Bethlehem was acted out complete with costumes. In between presentations, staff asked the children what they knew about the coming Feast Day and what they anticipated. Explanations of the significance of Three Kings Day were given. The Bilingual School Director, Edna Soler, talked with the children at the close of the program wishing them much happiness on the coming holiday.

While these activiites were taking place on the first floor, children in the upper grade levels on the third floor exchanged presentations in the different rooms. All classes closed out the morning festivities back in their classrooms where many were served refreshments.

Our Neighbors from the South

"Our Neighbors from the South" was a student presentation supervised by Margaret Rick, Ann Street reading specialist, focusing on displays, student talks, a slide show, and video taping of South American countries. The show was 50 minutes in length and was presented to the classes in the Ann Street School on December 13 and 14 and to approximately 100 children from St. Peter's Parochial School on December 15.

Six teachers worked cooperatively with Margaret Rick to develop the show and get the materials together. It started in children's classrooms. Each class studied one country and collected the material for displays. Selected children from each classroom then presented what they had learned about the country as part of the "neighbors from the South" show. Following this, classes took packets of information written by the children about each country back to their classrooms to study as a group.

Six countries: Peru, Venezuela, Brazil, Mexico, Argentina, and Columbia were featured in the 50 minute presentation while five others: Panama, Paraguay, Chile, Bolivia, and Guyana were displayed on a large chart.

Articles on display were: dolls, clothing, figures, gourds, games, pictures, slippers, shoulder bags, foods, an oil rig miniature, maps, blow gun, comic books, industrial products, and money.

Student talks described the articles on display, talked about famous persons and generally described the countries. The slide show was on Columbia and the video taping was a music production especially made for "Neighbors from the South" show by Ann Street children.

Famous Black Americans

Twenty students from St. Peter's Parochial School gave a presentation to three Ann Street classrooms the morning of March 14 at 9:00. The primary grade audience sat on the floor of the downstairs lobby and listened to Miss Margaret Hagerty of St. Peter's introduce the program, which centered on famous black Americans. Miss Hagerty explained that the students had tried to chose for their reports those men and women who had played the most influential roles in American history. After a brief history of the American flag, a parochial school student recited the Star Spangled Banner, and then played a recording of our National Anthem.

The St. Peter's students had prepared oral biographical sketches on each of ten famous Americans from diverse fields. Two students researched and reported on each of these ten men and women. The opening biography concerned our nation's first President, George Washington. This was fo-lowed by the life-stories of Frederick Douglas and Harriet Tubman, both of whom devoted their lives to helping the slaves gain freedom. Abraham Lincoln was the subject of the fourth biography, as he culminated the work of these freedom-fighters with the signing of the Emancipation Proclamation.

Next, the program moved to famous inventors: George Washington Carver, without whom we would not have peanut butter, and Thomas Edison, for whom we thank the record player, telephone and electric lightbulb. The following two biographies broadened the scope even further: Dorothea Dix led the drives for hospital and prison reform, while Jackie Robinson paved the way for other blacks in the world of sports. Finally, the students presented life-stories and accomplishments of two most influential 20th Century figures--John F. Kennedy and Martin Luther King.

Following the presentations, Ann Street students were invited to browse through materials displayed on low tables around the lobby. These included "parchment" copies of famous documents; pictures and stories of the Indian Head penny, King's shilling, and Colonial bills; and a pictorial history of the American flag. An adjoining table displayed newspaper accounts of the assassinations of John Kennedy and Martin Luther King. To augment the oral reports, posters and short biographies of other black Americans were displayed. The diversity of black American talent has ranged from ragtime composer Scott Joplin to comedian Bert Williams to literary anthropologist Zora Neale Hurston. The St. Peter's group then prepared themselves for a repeat presentation to upper-level students.

RESULTS RESTATED IN TERMS OF TITLE VII PROPOSAL OBJECTIVES

This section restates the results presented in some of the first sections of this report in summary form and in terms of each of the program objectives proposed in the Title VII Bilingual proposal.

Objective 1: Grade 1-3 students will on the average:

1a. Progress in aural-oral abilities in English -
Criteria proposed: Bilingual Syntax Measure administered in October and April
Standard set: Application of t-test expecting .01 level of confidence change between fall and spring testing
Results:
Grade one students met the standard; N = 37; t = 2.671
Grade two students did not meet the standard; N = 36; t = 2.399
Grade three students were not administered the test.

1b. Progress in numerical skills -
Criteria proposed: Math Computation subtest of the CTBS administered in October and April
Standard set: Application of t-test expecting .01 level of confidence change between fall and spring testing
Results:
Grade one students were not administered the test
Grade two students met the standard; N = 34; t = 6.9779
Grade three students met the standard; N = 29; t = 4.590.

1c. Progress in Spanish reading skills -
Criteria proposed: Prueba de Lectura administered in October and May
Standard set: Application of t-test expecting .01 level of confidence change between fall and spring testing
Results:
Grade one students were not administered the test
Grade two students met the standard; N = 19; t = 10.008
Grade three students met the standard; N = 25; t = 8.732.

Interpretation: Ann Street Bilingual School grade 1-3 students met the objective set for progress in numerical skills and Spanish reading at all grade levels at which the tests were administered.

Students met the objective set for aural-oral abilities in English at grade one but not at grade two. Grade two students made progress in aural-oral abilities in English exceeding the .05 level of confidence, but not the .01 level.

Objective 2: Grade 4-6 students will on the average:

2a. Progress in arithmetic skills -
Criteria proposed: Math computation subtest of CTBS administered in October and April
Standard set: Application of t-test expecting .01 level of confidence change between fall and spring testing
Results:
Grade four students met the standard; N = 33; t = 6.544
Grade five students met the standard; N = 27; t = 8.334
Grade six students did not meet the standard; N = 23; t = 1.808.

2b. Progress in Spanish reading skills -
Criteria proposed: Prueba de Lectura administered in October and April
Standard set: Application of t-test expecting .01 level of confidence change between fall and spring testing
Results:
Grade four students met the standard; N = 22; t = 3.328
Grade five students met the standard; N = 23; t = 3.254
Grade six students met the standard; N = 22; t = 3.324.

2c. Progress in English reading skills -
Criteria proposed: Total Reading subtest of the CTBS administered in October and April
Standard set: Application of t-test expecting .01 level of confidence change between fall and spring testing
Results:
Grade four students met the standard for one level; N = 10; t = 6.852; but did not meet the standard for another level; N = 4; t = 0.453
Grade five students met the standard for both levels of the test used; N = 12; t = 5.028 and N = 7; t = 4.614
Grade six students met the standard for one level; N = 9; t = 5.754 but did not meet the standard in a second level administered; N = 5; t = 0.189.

Interpretation: Ann Street Bilingual School grade 4-6 students met the objective for Spanish reading skills at every grade level. They met the objective for arithmetic skills at grades 4 and 5, but not at grade 6. Grade 6 students made progress at the .05 level of confidence but not at the .01 level.

In English reading skills, two levels of tests were administered. Where the sample sizes were adequately large, the objective was met in every instance.

Objective 3: Students who have been in the program three years will:

3a. Progress in reading and math at a rate equal to that of native English speaking students of similar socioeconomic background.

Criteria proposed: Math and reading subtests of the Comprehensive Test of Basic Skills administered to non-Project EXITO affected school students who have been in that school a minimum of three years

Standard set: Application of t-test expecting a difference of less than .05 level of confidence between EXITO and non-EXITO student post-test scores

Results: Non-Project EXITO students were not administered the testing. A revised objective compared two years Project EXITO student reading and math progress with that of the national norm group for the test.

Project EXITO students, over a two year period, progressed in reading and math at a rate equal to or exceeding that of the national norm group upon whom the test was standardized. Only a 2nd-3rd grade group showed a single percentile point drop in reading which was considered, for all practical purposes, maintaining norm group progress. The two year reading results were jeopardized by extremely small sample sizes which made it difficult to determine whether the results truly represent the original classroom groups followed.

Another finding was that percentile standings in reading and math generally increased for each higher grade level group studied.

Interpretation: The revised objective and analysis did not provide the reading and math progress of students participating in the bilingual program compared to other similar Hartford students who did not. It did however, provide the next closest comparison: Hartford bilingual student progress compared to norm group progress. The math computation results are encouraging in two ways. First, the bilingual students equaled or exceeded the achievement growth of the norm group students in every case. Secondly, the math computational attainment was found higher in each successive grade level grouping.

The reading scores while encouraging were obtained from extremely small numbers of students which limit any statements about the progress of Ann Street Bilingual School students in reading.

Objective 4: Parents will express satisfaction with:

4a. Their children's progress in: understanding and speaking English, math skills, Spanish reading achievement, English reading achievement, the school's instructional program, knowledge and appreciation of Puerto Rican culture and history, and their children's participation in enrichment activities.

Criteria proposed: Questionnaire to be developed and sent to parents of the students with categories of "unsatisfactory, satisfactory, and very satisfactory" for their rating. Also, comments were to be solicited.

Standard set: Responses of "satisfactory or very satisfactory" will be expected from 80 percent of the respondents. Narrative comments to be summarized and reported

Results: (Percent of responses of "satisfactory or very satisfactory" for each area)

Number of Respondents:	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
	26	48	41	36	37	36	31

1. Understanding and speaking English -

   83% 67% 65% 72% 82% 84% 74%

2. Math skills - (Omitted in the questionnaire)

3. Spanish reading achievement -

   93% 90% 90% 86% 87% 86% 80%

4. English reading achievement (omitted in the questionnaire)

5. School's instructional program -

   96% 92% 100% 97% 90% 88% 81%

6. Puerto Rican culture -

   81% 52% 47% 75% 79% 76% 65%

7. School's enrichment activities -

   100% 90% 98% 94% 91% 94% 87%

8. Suggestions for improvement - (summary)
   - The need to emphasize the English language more
   - Very happy with the progress of their children in the school
   - Emphasize the basics more
   - Need a safer playground with more room for children to play.

Interpretation: While not all of the categories of ratings described in the objective were included in the questionnaire to the parents, the "write-in suggestions" category along with ratings for five other items probably tapped most of the concerns of parents about the Ann Street Bilingual School. The response rate was 72, 79, 91, 92, 76, 97, and 82 percent respectively for parents of children grouped up through the grade levels.

Parents expressed satisfaction (based on the standard set for the objective) with their children's progress in Spanish reading and achievement, the schools instructional program and the school's enrichment program.

Parents expressed less satisfaction with their children's progress in understanding and speaking English and their knowledge and appreciation of Puerto Rican culture and history. In "understanding and speaking English," less than 80 percent of the parents of children in four of the seven grade groupings expressed satisfaction. In "Puerto Rican culture," less than 80 percent of the parents of children in six of seven grade groupings expressed satisfaction.

The write-in suggestions of parents were positive and constructive. The comments emphasized the need for more English language study, satisfaction with their children's progress in the school, the need for more study of the basics, and the need for a safer playground with more room for their children to play.

Objective 5: Instructional personnel will demonstrate:

5a. Growing expertise in implementing bilingual/bicultural curriculum.
Criteria proposed: Evaluation will be made by Project EXITO Director for each non-tenured teacher and for randomly selected tenured teachers
Standard set: Non-tenured and tenured teachers will gain in at least one of the areas "recommended for improvement" in prior evaluations made by the Project Director
Results: The analysis for this subobjective was to be accomplished by the Director, but not included in the evaluation report.

5b. Completion of course work in fields of higher academic pursuit.
Criteria proposed: (1) Collect from each teacher the number and content of college or inservice credits from January 1977 to January 1978 (post-baccalaureate training for teachers); (2) Collect from each paraprofessional the number and content of college, inservice or high school equivalency credits from January 1977 to January 1978 (pre-baccalaureate training for paraprofessionals); (3) Collect from each teacher and paraprofessional the number and content of conferences attended; and (4) Collect from each teacher and paraprofessional the number and content of noncredit workshops attended.
Standard set: Average participation in higher education for teachers will be a minimum of 3 college or school district inservice credits, or 30 clock-hours of instruction, conferences, or non-credit workshops.

Average pre-baccalaureate participation will be a minimum of 1.5 higher education credits, or 15 clock-hours of instruction, conferences, or noncredit workshops.
Results:

Average college credit hours earned by teachers	4
Average number of conferences and workshops attended by teachers	1.8
Average conference and workshops clock-hours of time spent by teachers	51
Average college and inservice credit hours earned by paraprofessionals	1.75
Average conference and workshop clock-hours of time spent by paraprofessionals	8

Interpretation: Teachers and paraprofessionals met the objective set for coursework and inservice. Teachers exceeded the standards set for average number of credits earned and clock-hours of conference and workshop attendance.

Paraprofessionals exceeded the standards set for coursework but fell short of the standard set for conferences and workshop clock-hours of attendance. However, the standard required fulfilling one or the other of the two criteria; therefore, the objective was accomplished.

5c. Positive involvement with the community served.

Criteria proposed: (1) Collect from each teacher the number of parent visits to the classroom; (2) Collect from each teacher the number of teacher visits to the homes of students; (3) Collect from each teacher the number and content of after-school activities involving Project EXITO students (Girl Scouts, basketball, safety patrol, etc.); (4) Collect from each teacher the amount and kind of voluntary service to the local community, city, state (membership in "La Casa de Puerto Rico," membership on the Advisory Committee for Development of a Multilingual-Multicultural Philosophy for the City of Hartford, etc.)

Standard set: Average number of parent-teacher contacts during the 1977-78 school year will be a minimum of 10 per teacher.

The average number of involvements outside school will be a minimum of one child or community activity per teacher.

Results:

Average number of parent visits to the classroom	15+
Average number of teacher visits to the homes of the students	8+
Average number of after-school activities and voluntary community activities per teacher.	1.3

Interpretation: The results reported above show that teachers met the objective related to parent contacts, after-school activities, and voluntary community services.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this last section of the evaluation is to summarize the evidence of student and staff accomplishments as well as parent contributions and follow these summaries with concluding statements and recommendations that will be helpful to the staff in viewing the future directions of the school program.

Reviewing student accomplishments first, one finds the following high points:

Progress by grade groupings...

Kindergarteners showed advancement in nine skill areas important to their success in grade one

Grade one students made significant progress in English language proficiency plus four reading and number related skills

Grade two and three students made their greatest progress in Spanish reading and math computation. Some progress was made in English reading, social studies, and science

Grade four through six students excelled in English reading (where sample sizes were adequately large), Spanish reading, and math computation. Progress in social studies and science was minimal.

Achievement in national norms and comparison to previous year progress...

Students maintained or increased national percentile growth in reading at every grade level tested in fall to spring testing and also for three groups (extremely small samples) followed over a two year period. Current year students equaled the progress of previous year students in grades 3 and 4 and attained much higher levels of success at grades 5 and 6.

Students increased national percentile growth in math computation at every grade level in fall to spring testing. In following three groups of students over a two year period, percentile growth was either maintained or increased. Current year students equaled previous year student math computational achievement in grades 3 and 5, exceeded their growth at grade 6, and achieved less than the previous year students at grades 2 and 4.

Attitude toward school subjects...

Students expressed more positive attitudes toward reading / language arts, math, science, and social studies at every grade level than did a national sample of students given the same survey. Also, students showed about equal liking for the four school studies.

Student views of their school progress...

More than three-quarters of all grade 4-6 students felt they were speaking and understanding English and learning Puerto Rican culture very satisfactorily.
They rated themselves as doing slightly better in Spanish reading.

Aspirations beyond high school...

Almost all students expected to finish high school. Between a third and a half expected to go to college to learn a profession. Another quarter expected to go right to work while the remaining quarter planned more schooling to learn special jobs. Few expressed uncertainties about their future.

Of all of the student accomplishments, the "turning around" of decreasing reading and math attainment at each higher grade level has to be most significant. Last year's evaluation showed grade 5 and 6 reading and math attainment exceptionally low compared to other grade levels at Ann Street School. The 1977-78 evaluation shows both reading and math reaching the highest percentiles of all grade levels at grades 5 and 6.

Another aspect of student achievement which should receive special recognition is the record of all grade 2-6 grade groupings either maintaining or increasing their national percentile standings in reading and math. A national sample representative of all American children would be expected to maintain their percentile standing in skill areas for repeated administrations of standardized tests. City children have more often not been able to keep pace with the progress of the national sample, especially over a two year span. Ann Street School students kept pace and more often exceeded the progress of the national sample.

A weak element of the Ann Street School testing program has been the small number of students administered the English reading tests, especially at lower grade levels. While the results obtained show good progress, the number of scores that can be matched up is not adequately large to be representative of the larger group of students receiving the instructional program at the different grade levels. Some are lost from attrition and absences in the days of testing. But also a great many are not tested due to the fact that they are concentrating on the Spanish language in the early grades and are judged not able to tackle the English reading tests at the time of testing. It is recommended that staff decide upon an English reading test that can be administered to all grade 2-6 students so that evidence for the major objective for bilingual-bicultural programs (that of eventually learning English language arts more easily after learning the structure of the first language of the child) can be amassed at each grade level where English language arts is taught.

Also, some consideration should be given to the test choice so that comparisons of English reading progress can be made with other Hartford children.

Two other strengths of Ann Street School students pointed out in the evaluation... the positive views they hold for themselves as successful achievers and their aspirations for future schooling and jobs... give an indirect reflection of school staff and parents' affect upon the children's learning potential. Interest and attitude are considered decisive factors in children's outlook and drive. When school studies and future outlook are viewed negatively, children's school achievement usually suffers. It is recommended that staff systematically review their efforts to affect children's learning positively so that the excellent strides made to date continue.

As for the choice of future jobs and careers, teachers need to continue to provide experiences which help children reflect on their future occupational choices. As stated by one of the staff, "it does not matter so much what children's present job choices are or whether they change often. It does matter though, if they are undecided and have had no experiences to help them make up their minds."

A final recommendation related to children's achievement concerns the need to view the science and social studies curriculum at the upper grade levels where the report cards showed virtually no progress by the students. This was not the case for children in grades 2 and 3 where progress in these two school skills was excellent.

Moving next to the suggestions made by parents about the Ann Street Bilingual School program, a summary of high lights would emphasize the following:

Parent views of the school program...

Almost all parents expressed satisfaction with the school's enrichment and instructional program. Next highest in their ratings was the Spanish reading of their children. Following was understanding and speaking English with about three-quarters of all parents indicating satisfaction with this element of the school program. Lowest ratings (representing about two-thirds of all parents showing satisfaction) were given to progress of their children in knowledge and appreciation of Puerto Rican culture and history.

Parent suggestions for improvement...

Write-in suggestions of parents emphasized the need for more English language study, more emphasis on the basics, and need for a safer playground with more room for children to play.

Parent aspirations for their children beyond high school...

Almost every parent expected their child to finish high school. Two-thirds of all parents indicated they wanted their children to attend four years of college or obtain advanced degrees. Almost no parents wanted their children to go right to work upon finishing high school.

Following their formal schooling, almost three-quarters of all parents expected "professional or managerial" careers for their children.

Since two-thirds of the parents or more gave either a "satisfactory or very satisfactory" rating for the instructional program items, the parent support could be viewed as very positive. On the other hand, when at least a quarter of all parents responding to an item rated progress in an area "unsatisfactory," then steps should be taken to review the school practices and bring them closer in line with the parents wishes.

The two items on the parent questionnaires which received unsatisfactory ratings for one-quarter of the responses at some grade groupings were school practices in English language skills and knowledge and appreciation of Puerto Rican culture and history. It is recommended that staff review current year efforts in these two areas, share the information with parents or a representative group of parents, and jointly decide future instructional efforts in these two areas. Likewise, similar reviews of the extent the school emphasizes the basics could be presented to parents for discussion. And since this is the second survey of parents where "providing a safer playground with more room for the children to play" has come up, there needs to be a thorough review of what can be done about this circumstance, or what cannot be done, so that parents see that the staff take action on issues important to them.

Relating to another finding, the evidence in this report suggests that one reason Ann Street School children, as a whole, progress well in school subjects is because their parents have such high aspirations for them concerning their future schooling and careers. Where parents as well as teachers are critical of student potential and expect little from them, students can't help but be negatively affected. This is not the case for Ann Street School children parents, three-quarters of whom expect "professional or managerial" careers for their children.

Staff accomplishments as reviewed in this evaluation are the last area of discussion. A summary of the findings, some conclusions and recommendations are presented in that order below.

Teacher parent contacts...

Parent visits to the classroom averaged 15 per teacher while teacher visits to the home averaged more than 5 per teacher.

Staff professional development...

Teachers earned an average of 4 credit hours per person in work on post baccaulareate work while paraprofessionals earned an average of almost two credits per person.

Teachers attended a total of 27 workshops and conferences related to their educational needs and interests. This amounted to just short of 50 clock-hours of time. Paraprofessionals averaged 8 clock-hours of time spent at conferences and workshops.

Teacher community services...

Teachers averaged one after-school activity or voluntary community activity per person.

Parents coming into the Ann Street School are greeted cordially and spoken to in their native language. This is perhaps why there are many such visits to the school and also why the number of teacher-parent contacts are as high as they are. Equally important is the after school activities with their students and the voluntary community services performed.

Teachers as well as being responsive to parent concerns spend much of their non-teaching time in professional development activities. The number of higher education credits earned, the number of conferences and workshops attended for paraprofessionals as well as teachers, speaks well for their intent to improve in their ability to provide high quality bilingual-bicultural education for Ann street Bilingual School students.

A final recommendation of this report suggests that staff who are more fully aware of all the factors affecting student school progress study the basic information presented in this report to discern any additional implications that an outside evaluator overlooked.

ATTACHMENTS

EVALUATION MEASURES USED AND DATES OF ADMINISTRATION

Evaluation Measures Used	Dates Administered
Kindergarten (42)	
Progress in 7 skill areas (report card)	January/June
Grade One (61)	
Bilingual Syntax Measure - E Level	September/May
Progress in 7 skill areas (report card)	January/June
Grade Two (42)	
Bilingual Syntax Measure - E Level	September/May
Prueba de Lectura - Level 1	September/June
CTBS: Math Computation - Level C	September/June
Progress in 2 skill areas (report card)	January/June
Grade Three (39)	
CTBS: Total Reading - Level C	September/June
Prueba de Lectura - Level 1	September/June
CTBS: Math Computation - Level 1	September/June
Progress in 3 skill areas (report card)	January/June
Grade Four (47)	
CTBS: Total Reading - Levels C and 1	September/June
Prueba de Lectura - Level 2	September/June
CTBS: Math Computation - Level 1	September/June
Progress in 3 skill areas (report card)	January/June
Grade Five (36)	
CTBS: Total Reading - Levels 1 and 2	September/June
Prueba de Lectura - Level 2	September/June
CTBS: Math Computation - Level 2	September/June
Progress in 3 skill areas (report card)	January/June
Grade Six (36)	
CTBS: Total Reading - Levels 1 and 2	September/June
Prueba de Lectura - Level 2	September/June
CTBS: Math Computation - Level 2	September/June

ANN STREET BILINGUAL SCHOOL

Questionnaire for Students in Grades 4-6

Name_____ Grade_____ Teacher_____

	Do not know	Unsatisfactory	Satisfactory	Very Satisfactory
1. How well do you think you are doing in speaking and understanding English? (Check one)	☐	☐	☐	☐
2. How well do you think you are doing in Spanish reading? (Check one)	☐	☐	☐	☐
3. How well do you think you are doing in learning more about customs and history of Puerto Rico? (Check one)	☐	☐	☐	☐

4a. Do you expect to finish high school? (Check one) ___Yes ___No

4b. If yes, what do you expect to do after you have finished high school? (Check one)

☐ Go right to work

☐ Go to school some more to learn a special job like typing, how to repair cars, how to operate a computer, or how to be a hairdresser.

☐ Go to college and study to learn a profession such as being a doctor, lawyer, or teacher

☐ If none of these, then what?_____

_____

5a. Have you decided at this time what job or career you expect to work at when school is finished? (Check one) ___Yes ___No

5b. If yes, what is the job or career?_____

Queridos Padres:

Por favor tómese unos minutos y conteste la información que se les pide acerca del progreso de su hijo(a). La información se usará para ayudarnos a mejorar nuestro programa bilingüe; sin embargo no es necesario que usted escriba su nombre.

Marque con lápiz haciendo una marca de cotejo (✓) en el encasillado la respuesta que usted considera correcta de acuerdo a su opinión personal. Devuelva inmediatamente esta forma con su niño. Todo niño será responsable de devolver una forma.

(Marque el grado con un círculo (0) o una rayita (-).

	No estoy enterada(o)	No es muy satisfactorio	Satisfactorio	Es muy satisfactorio
1. Mi hijo(a) asiste a la escuela y esta matriculado en el grado: K 1 2 3				
2. He observado que el progreso de mi hijo(a) en inglés es.....	☐	☐	☐	☐
3. He observado que el progreso de mi hijo(a) en español es.....	☐	☐	☐	☐
4. El conocimiento que tiene mi hijo(a) sobre Historia de Puerto Rico y cultura es.....	☐	☐	☐	☐
5. Considero que el programa de Educación Bilingüe en "La Escuelita" es.....	☐	☐	☐	☐
6. Las actividades de enriquecimiento que "La Escuelita" Bilingüe ofrece a mi hijo son.....	☐	☐	☐	☐

7. Desearía que la escuela mejorara en los siguientes aspectos: (Escriba sus ideas)

_____

_____

_____

_____

8. Selecionaré las asignaturas de acuerdo a la importancia para el programa de estudio de mi hijo(a):

	No es muy importante	Es importante	Es muy importante
Cultura e Historia de Puerto Rico	☐	☐	☐
Hablar, leer y escribir en espanol.....	☐	☐	☐
Hablar, leer y escribir en ingles.....	☐	☐	☐
Curso sobre la salud.....	☐	☐	☐

	No es muy importante	Es importante	Es muy importante
Matematica..	☐	☐	☐
Ciencia.....	☐	☐	☐
Estudios Sociales...	☐	☐	☐
Educacion Fisica....	☐	☐	☐
Arte.....	☐	☐	☐
Musica....	☐	☐	☐

ANN STREET BILINGUAL SCHOOL, HARTFORD

To:

February 1978

From: Mrs. Edna Soler, School Director

Please take a few minutes and complete the information requested below about your child's progress in school, the curriculum, and any possible plans you may have for your child's future. The information will be used to help us improve our Bilingual School program; however, no names will be identified. A stamped envelope has been enclosed for the return of your comments to my office.

1. Your child's grade level in school:

   (Circle one) K 1 2 3 4 5 6

	Do not know	Unsatisfactory	Satisfactory	Very Satisfactory
2. School progress of your child in English language skills? (Check one).....	☐	☐	☐	☐
3. School progress of your child in Spanish language skills? (Check one).....	☐	☐	☐	☐
4. Your child's knowledge and appreciation of Puerto Rican culture and history? (Check one).....	☐	☐	☐	☐
5. Adequacy of the Bilingual School's instructional program for your child? (Check one).....	☐	☐	☐	☐
6. Adequacy of the Bilingual School's enrichment activities for your child? (Check one).....	☐	☐	☐	☐

7. Please write below any suggestions you have that could improve our bilingual school:

_____

_____

_____

8. To help us stress the schooling parents think is most beneficial, please rate each of the subject offerings below that you feel are most important for your child: (Make one check for each area)

	Not so important	Important	Very important
Puerto Rican culture and history.....	☐	☐	☐
Speaking, reading, and writing in Spanish	☐	☐	☐
Speaking, reading, and writing in English.....	☐	☐	☐
Health.....	☐	☐	☐

	Not so important	Important	Very important
Math.....	☐	☐	☐
Science.....	☐	☐	☐
Social Studies.....	☐	☐	☐
Physical Education..	☐	☐	☐
Art.....	☐	☐	☐
Music.....	☐	☐	☐

ANN STREET BILINGUAL SCHOOL, HARTFORD

Queridos Padres:

Por favor, tómese unos minutos y llene la siguiente información acerca del progreso de su hijo(a) en la escuela, el currículo y los planes que usted tenga para el fúturo de su hijo(a). La información se usará para ayudarnos a mojorar nuestro programa Bilingue; sin embargo no se necesita su nombre. Se le ha incluido un sobre con sello para que devuelva sus comentarios a mi oficina por correo.

1. El grado en que su hijo(a) esta en la escuela.
   Haga un círculo: K 1 2 3 4 5 6

	Do not know	Unsatisfactory	Satisfactory	Very Satisfactor
2. Medida en que su hijo(a) ha progresado en entender y hablar inglés.....	☐	☐	☐	☐
3. Medida en que su hijo(a) ha progresado en la lectura en espanol.....	☐	☐	☐	☐
4. El conocimiento y apreciación de la cultura e historia de Puerto Rico.....	☐	☐	☐	☐
5. Considera adecuado el programa de instrucción bilingue que su hijo(a) recibe.....	☐	☐	☐	☐
6. Considera adecuado las actividades de enriquecimiento que el programa bilingue provee para su hijo(a)...	☐	☐	☐	☐

7a. Espera que su hijo(a) termine la escuela superior? ☐ sí ☐ no sé ☐ no

7b. Si marco si, qué planes de educacion tiene usted para su hijo(a) despues de terminar la escuela superior...

_____ ninguna después de la escuela superior

_____ un aprendizaje o entrenamiento corto al terminar la escuela superior

_____ escuela técnica o vocacional

_____ dos años en el Community College

_____ cuatro años de colegio

_____ estudios avanzados despues de 4 años de universidad

8. Que nivel professional o que carera desea para su hijo(a) despues de terminar la escue
   _____ Professional o administrativa, ejemplo: maestro, médico sacerdote, administrador de un hospital, abogado, ingeniero, enfermera graduada
   _____ Semi-profesional o pequeños negocios, vendedor de automobiles, trabajador en le area de recreación, gerente de un hotel
   _____ Adiestramiento para policia, enfermera practica, programa de computadora, electricista, optómetra.
   _____ Semi-adiestrado, conductor de camión, mesero, mozo, mecanógrafo, conductor de taxi, ayudante de enfermera o cajero.
   _____ Sin ningun adiestramiento, conserje, oficinista, obrero, trabajo de cafeteria.

9. Por favor escriba alguna sugerencia que usted tenga que ayude a mejorar nuestra escuela bilingue:

ANN STREET BILINGUAL SCHOOL, HARTFORD

To: February 1978
From: Mrs. Edna Soler, School Director

Please take a few minutes and complete the information requested below about your child's progress in school, the curriculum, and any possible plans you may have for your child's future. The information will be used to help us improve our Bilingual School program; however, no names will be identified. A stamped envelope has been enclosed for the return of your comments to my office.

1. Your child's grade level in school:
   (Circle one) K 1 2 3 4 5 6

	Do not know	Unsatisfactory	Satisfactory	Very Satisfactory
2. School progress of your child in understanding and speaking English? (Check one).....	☐	☐	☐	☐
3. School progress of your child in Spanish reading achievement? (Check one)	☐	☐	☐	☐
4. Your child's knowledge and appreciation of Puerto Rican culture and history? (Check one).....	☐	☐	☐	☐
5. Adequacy of the Bilingual School's instructional program for your child? (Check one)..	☐	☐	☐	☐
6. Adequacy of the Bilingual School's enrichment activities? (Check one).....	☐	☐	☐	☐

7a. Do you expect your child to finish high school? ☐ no yes ☐ do not know ☐ yes

7b. If yes, what amount of education beyond high school are you planning for your child? (Check one)

___...No further schooling beyond high school
___...Apprenticeship or short term job training following high school
___...Vocational or technical school
___...Two year community college
___...Four year college
___...Advanced degree beyond four year college

8. What level job or career do you wish for your child after his/her schooling? (Check one)

☐...Professional or managerial, such as: teacher, medical doctor, clergyman hospital administrator, lawyer, engineer, registered nurse.
☐...Semi-professional or small business, such as: automobile salesman, recreation worker, hotel manager, dental hygienist
☐...Skilled, such as: policeman, practical nurse, computer programmer, electrician, or optician.
☐...Semi-skilled, such as: truck driver, waitress/waiter, typist, taxi driver, nurse's aide, or cashier.
☐...Unskilled, such as: custodian, clerk, laborer, or cafeteria worker.

9. Please write below any suggestions you have that could improve our Bilingual School.

Ann Street Bilingual School, Hartford

Teacher: _____ 1-24-78

COURSEWORK, CONFERENCES, AND WORKSHOP PARTICIPATION

Instructions: Please provide the information requested below as required for our Title VII evaluation (see Objectives, Criteria, and Standards attached). Return the completed forms to the Office by January 31.

1. List college or inservice credits you have earned from January 1977 to January 1978:

Name of Course	Content Description	Credit-granting Institution	Credits	Dates
				to
				to
				to
				to

2. List the conferences attended by you from January 1977 to January 1978:

Conference Title	Content Description	Sponsor	Clock Hours of Attendance	Dates
				to
				to
				to
				to

3. List the non-credit workshops attended by you from January 1977 to January 1978:

Name of Workshop	Content Description	Sponsor	Clock Hours of Attendance	Dates
				to
				to
				to
				to

Ann Street Bilinqual School, Hartford

Teacher: _____ 1-24-78

COMMUNITY INVOLVEMENT

1. List below the names and dates of each parent visit to your classroom from September 1977 through January 1978:

Parent's Name-Visit Date	Parent's Name-Visit Date	Parent's Name-Visit Date

2. List below the names of students whose homes you visited from September 1977 through January 1978:

student Name-Visit Date	Student Name-Visit Date	Student Name-Visit Date

3. List the after-school activities with Project Exito children which you are involved in, such as: girl scouts, basketball, safety patrol, etc., from September '77 through Jan '78:

4. List below the voluntary services you give to the local community, city, or state, such as: membership in La Casa de Puerto Rico, membership on the Advisory Committee for Development of a Multi-lingual/Multi-cultural Philosophy for the city of Hartford, etc., from September 1977 through January 1978:

Ann Street Bilingual School, Hartford

Paraprofessional _____ 1-24-78

COURSEWORK, INSERVICE, CONFERENCE, AND WORKSHOP PARTICIPATION

Instructions: Please provide the information requested below as required for our Title VII evaluation (see Objectives, Criteria, and Standards attached). Return the completed form to the Office by January 31.

1. List college credits you have earned from January 1977 up to January 1978:

Course Title	Content Description	Credit-granting Institution	Credits	Dates
				to
				to
				to
				to
				to

2. List inservice credits earned through the Board of Education from January 1977 up to January 1978:

Name of Course	Content Description	Where the Course Was Offered	Clock Hours of Attendance	Dates
				to
				to
				to
				to

3. List high school equivalency credits you have earned from January 1977 up to January 1978:

Where the Course was Offered	Course Sponsor	Date Exam was Passed

4. List the conferences you attended from January 1977 to January 1978:

Conference Title	Content Description	Conference Sponsor	Clock Hours of Attendance	Dates
				to
				to
				to
				to

5. List the non-credit workshops you attended from January 1977 to January 1978:

Name of Workshop	Content Description	Workshop Sponsor	Clock Hours of Attendance	Dates
				to
				to
				to
				to